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THE NURSERY LESSON BOOK

A GUIDE FOR MOTHERS IN TEACHING YOUNG CHILDREN

FIFTY EASY LESSONS, EACH LESSON COMBINING SIMPLE AND PROGRESSIVE INSTRUCTION IN READING, WRITING, ARITHMETIC, DRAWING, AND SINGING

WITH ONE HUNDRED ILLUSTRATIONS IN OUTLINE
AND
SIXTEEN SONGS SET TO MUSIC

BY

PHILIP G. HUBERT, JR.

NEW YORK AND LONDON
G. P. PUTNAM'S SONS
The Knickerbocker Press
1889

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THE NURSERY LESSON BOOK.

A FEW SUGGESTIONS TO MOTHERS.

ADOLPHUS TROLLOPE in his Memoirs, speaks of the manner in which he learned to read. Before being taught that the letters of the alphabet were placed in an artificial order, he began with small words; his mother had a number of cards, each one having printed on it a letter of the alphabet. She would shake the cards up, and throw them on the floor, telling the children that the first one who brought her "C A T" would receive a penny or some other little prize. The children tumbled over each other in their eagerness to find the letters which made up "Cat." In this way Adolphus and his brothers and sisters learned to make out more than a hundred words of one or two syllables in common use among children before they could recite half the alphabet. That bugbear of most children, the memorizing of the alphabet, was eliminated from their education. In the same way the Trollope children were taught numbers, and a species of simple object lessons was adopted with them long before Froebel's theories became known even in Germany.

No Text-book can supply the place of intelligence in teaching small children; but it may prove a material help, and save the mother much routine labor in suggesting the different material for lessons, step by step. This is what this book aims to do. It is not a school-book in the ordinary sense. It has been prepared to fill the admitted want, among mothers, of a single volume, which shall serve as a guide and helper in teaching children too young to go to school. The play idea illustrated so admirably in the Trollope nursery has been adopted wherever possible. Its methods are those which have been approved by modern experience and intelligence as the simplest and the best in the instruction of the very young. The aim has been to enlist the attention of the child by awaking interest in what is taught. The brevity of the lessons, as well as the variety embraced in each one, should prevent weariness on the part of the child. The material needed in nursery teaching is to be found in almost every nursery or in any house. There is scarcely a home which has not picture-books, and the manufacture of much of the material suggested in Kindergarten courses is simple. For instance, any one can prepare a set of alphabet cards by cutting out of a newspaper the large letters used in the advertisements and pasting them upon cards; beans, marbles, pebbles, bits of wood, burned matches, waste blocks from a carpenter's shop,

etc., may be used to great advantage in object lessons, and varied infinitely according to the intelligence of the child.

In making a young child begin to write words as soon as he reads them, my experience has been that it is not wise to allow printing, which at best is but a makeshift, and is liable to form habits which the child must get rid of later on. In writing, the slate, or the sand-table, as suggested by Richter, will be found invaluable; the latter is simply a board with ridges at each side, holding a few quarts of sand spread out in a thin layer. With a splint of wood a child can make endless letters and figures. In writing, as in reading, words and not letters are to be aimed at; and while the child may have an alphabet for reference, it is not necessary to memorize the special order in which letters are placed in the alphabet. With drawing, attempts, even of the crudest kind, are required, and there is nothing that a child of three or four years of age will work at more persistently than the drawing of simple figures. The object lesson must be left largely to the intelligence of the mother, as it is not within the scope of this book to do more than suggest an outline in this direction.

As an illustration of what an object lesson can be made to teach, I cannot do better than give the following sketch of a lesson upon cotton which it was my privilege to hear recently. The children were older than those in the nursery, but the principle will apply even in nursery teaching. The pupils were asked to take out their handkerchiefs and examine them. A few questions by the teacher made it clear that while some of the children knew that their handkerchiefs were made of cotton, very few had any notion as to what cotton was, where it came from, and how it had become a handkerchief. Then the teacher described the cotton fields, and pointed out the Cotton States on the map; there was a picture of a cotton field in bloom, with the negroes gathering the cotton; a dried cotton plant, with the boll about to burst, the cotton sticking out, was passed around the class. Then a miniature gin was put upon the teacher's table, and each child worked it so as to understand exactly how the cotton was separated from the seed; a spinning-machine, very crude, but showing the principle, was next brought into use, and some thread was manufactured by the class; finally, this thread was woven by a little loom, and a bit of very rough cotton cloth was turned out, each child having had an opportunity to do part of the work and to see how it was done. It was then shown that this bit of stuff manufactured by the class was really of the same kind as the handkerchiefs of the children. It is safe to say that every one of those children knew more about cotton cloth at the end of that lesson than half the graduates of our high schools. The time and labor required to obtain the material for this lesson—the dried cotton plant, the toy gin, spinning-machine, and loom, were insignificant as compared with the results achieved. Every mother would find it the easiest thing in the world to make a collection for nursery teaching, which would be a source of constant delight and instruction to the children; every walk might produce something for the collection.

With regard to singing, I have found that nursery rhymes, such as have been scattered through this volume, serve not only to ground the child in a taste for

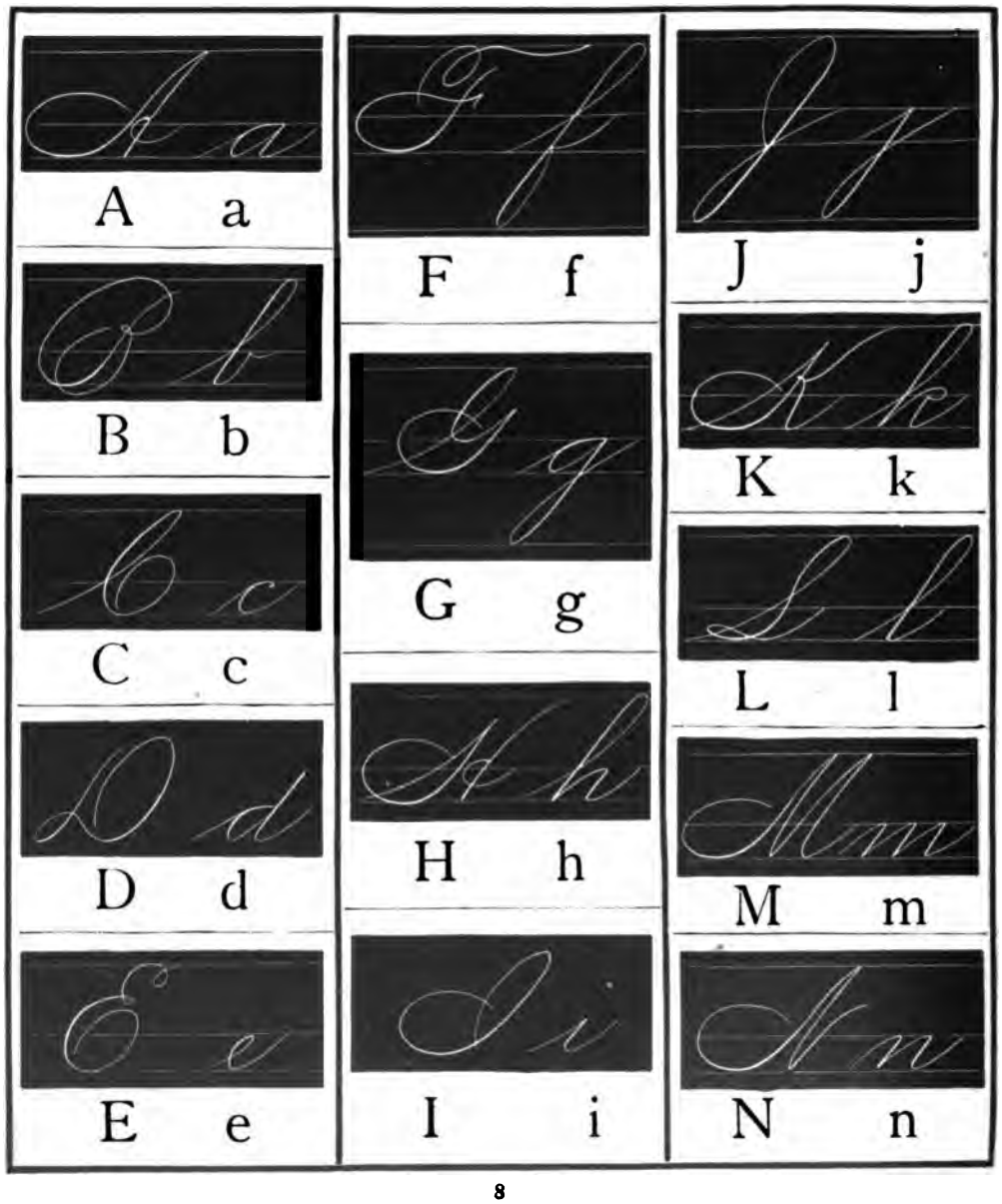
good music, but also to facilitate pronunciation and clear enunciation. The childish singing should never be an uncertain sound; the vowels especially should be brought out to their full value. The nursery songs selected are those from J. W. Elliott's admirable little volume for which my own children have shown a preference. The music is as good as it is simple, and the accompaniments require but the very slightest skill upon the piano or melodeon.

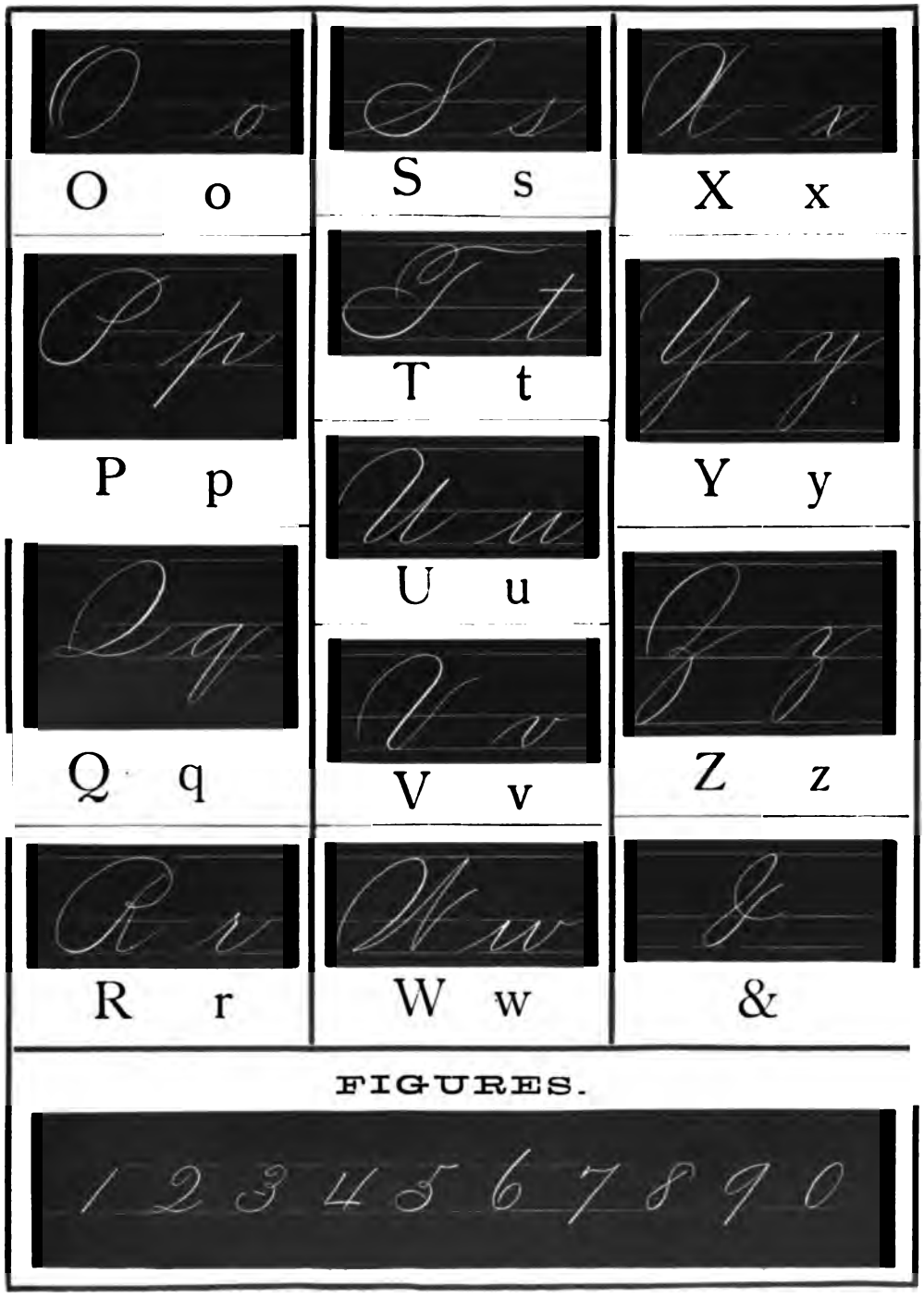
Experience has taught me that if it is worth while to introduce regular lessons into the nursery at all, it is wise to establish system. The children should be taught that when the lesson begins, attention, silence, order are required. Travellers of discrimination have noted that in the rigid attention and unfailing decorum observed in the Japan schools are probably to be found the seeds of the imperturbability of temper and courtesy of manner of the adult Japanese. No yawning, laughing, inattention must be allowed. Until the child is graduated from the nursery, the memorizing of lessons need not be insisted upon; a child who learns to sing nursery rhymes unconsciously acquires a certain habit of memorizing. Montaigne used to say that "to know by heart was not to know"—("savoir par cœur, n'est pas savoir").

P. G. H., Jr.

New York, December, 1888.

ALPHABETS.

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FIGURES.
1 2 3 4 5 6 7 8 9 0

LESSON I

Man.

NOTE: Show the child the letters M a n on his alphabet cards. Throw the alphabet cards, the whole alphabet, on the table and let the child pick out "Man" by comparing his cards with Man in the book, and name each letter as he finds it. If he can grasp the phonetic value of the letters, it will be well to make him repeat the component sounds of the word, but not otherwise.

Writing.

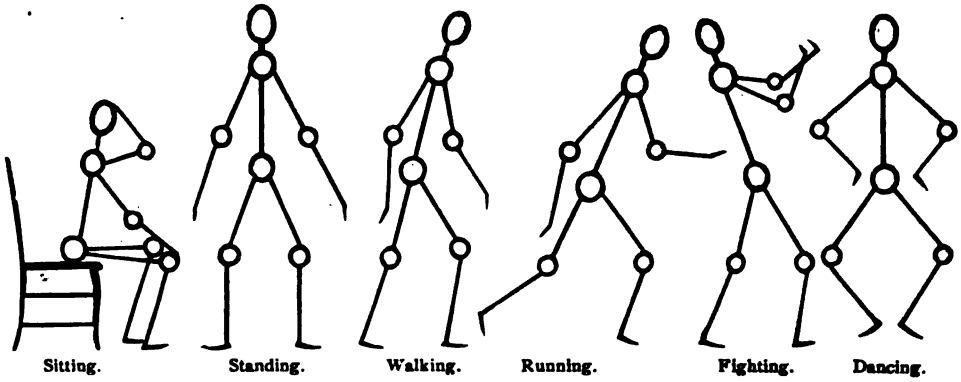
NOTE: If the child cannot indicate the letters on his slate, or on paper, let him trace them on thin paper placed on the book; or he can make heavy lines over *Man* written in light lines on his slate by the teacher. Let him pick out "Man" from the letters of the script alphabet. Do not allow him to "print."

Arithmetic.

1. 2. . . .

NOTE: Let the child pick out 1 and 2 from his number cards. The teacher can explain the meaning of the figures by object teaching—holding up one pencil, then two pencils, etc. Let the child make one dot on his slate, and then two dots, etc.

Drawing and Object Lesson.

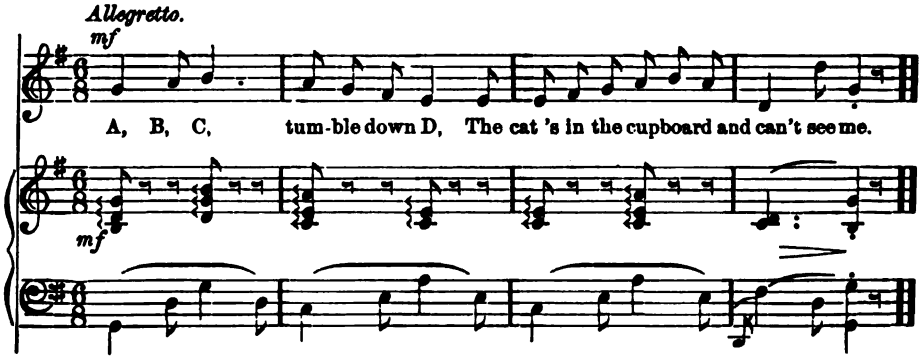


Sitting. Standing. Walking. Running. Fighting. Dancing.

NOTE: Let the child do his best to suggest the objects named; he can trace or copy, according to his aptitude. The little figures here shown can also be made by using beans and burned matches, and varied infinitely. The drawing is intended chiefly to cultivate the eye and the hand, and whether the result of the attempt is a satisfactory drawing or not, is of small consequence. For the object lesson let the child talk about his own hands, ears, eyes, legs, identifying the corresponding parts in any convenient picture of a man. The teacher must tell the best story that suggests itself about the subject of the lesson, and make the child re-tell the story in his own way at the succeeding lesson. The object is to cultivate in the child facility of expression—the power of putting thought into language concisely and clearly.

Singing.

A. B. C.



NOTE: The singing of the simple lines of music should be done with special care as to clear enunciation, especially of the vowels, and will prove a lesson in memorizing as well as in singing.

LESSON II.

A Doll.

Writing.

NOTE: It would be well for the teacher to make two parallel lines thus ——————— as a guide to the child in writing. Show that certain letters run above these lines, such as *h*, that others run below them, such as *g*, and that others are between them, such as *a*.

Arithmetic.

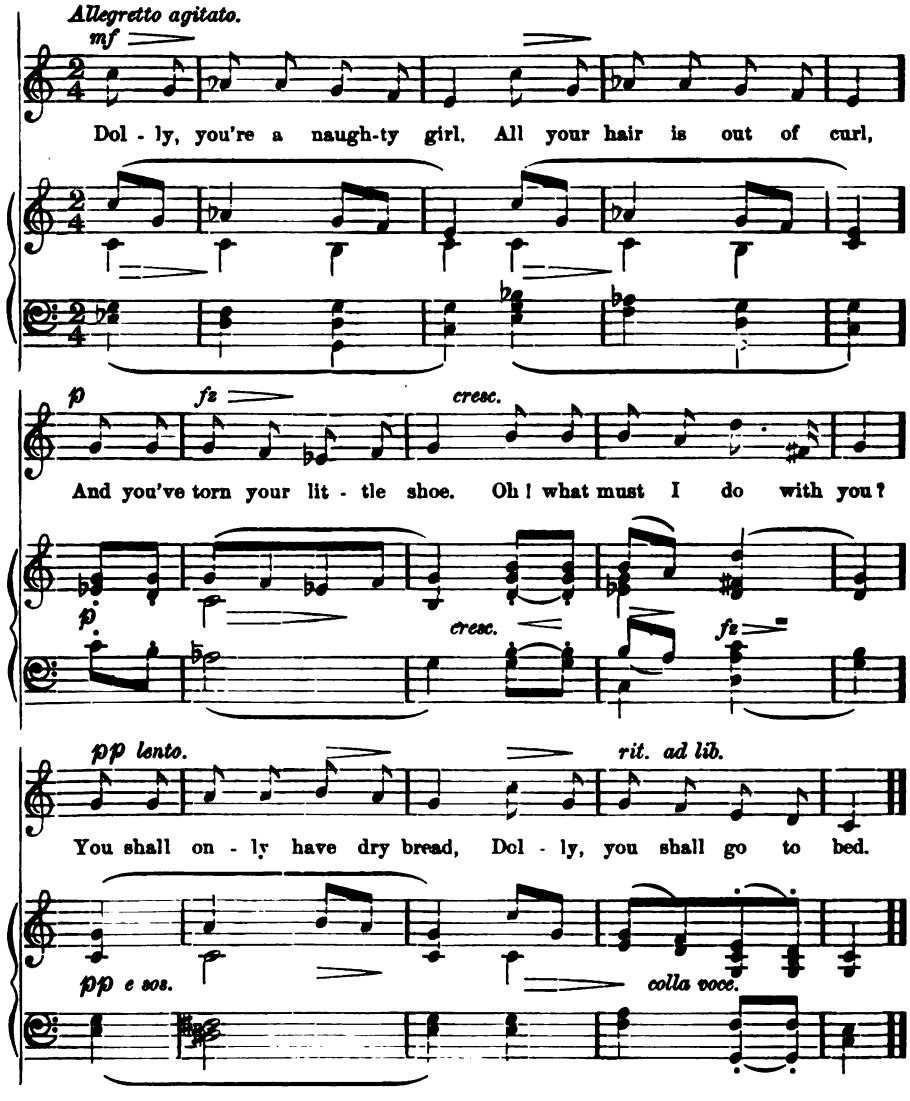
1. 2. 3. 4.

Drawing and Object Lesson.

NOTE: What is it made of? Wax, china, cloth, etc. Name the parts of a doll—as head, body, feet, hands, hair, etc. The color of its eyes, hair, dress, etc.

Singing.

A NAUGHTY DOLLY.



LESSON III.

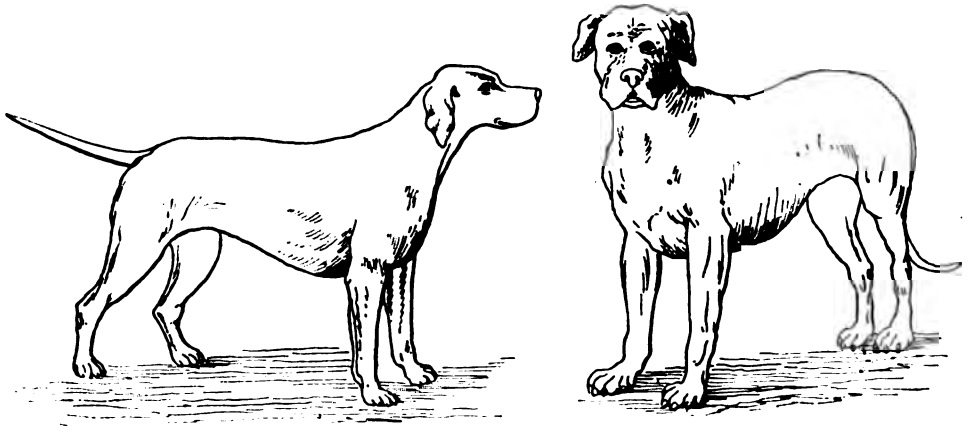
The Dog.

Writing.

Arithmetic.

1. 2. 3. 4. 5. 6.

Drawing and Object Lesson.



NOTE : The object lesson should here follow the lines laid out in preceding lessons—what it eats, how it barks, catches rats, chases cats, etc.

LESSON IV.

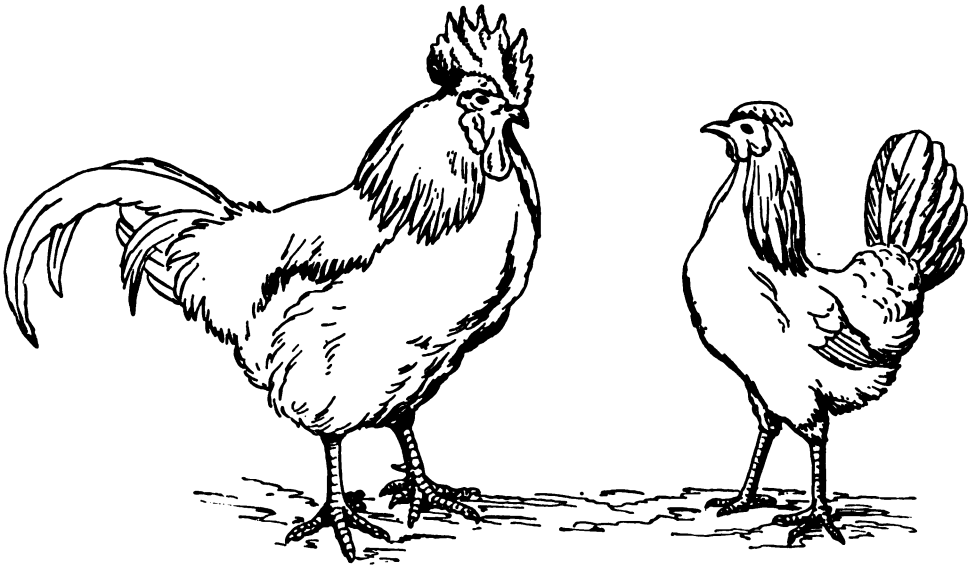
A Fat Hen.

Writing.

Arithmetic.

1. 2. 3. 4. 5. 6. 7. 8.

Drawing and Object Lesson.



NOTE: What are the parts of the hen? What does she eat?—corn, bugs, etc. What does she give us?—eggs, feathers, etc.

LESSON V.

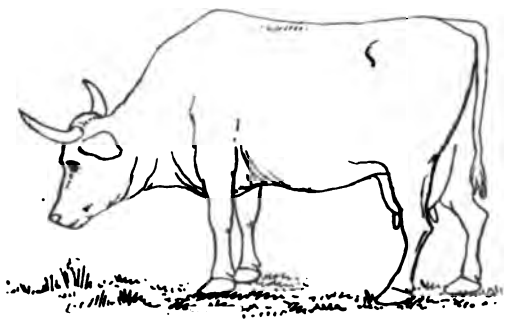
Cow.

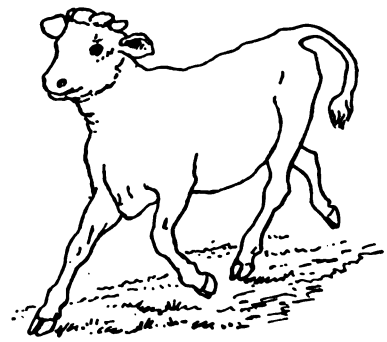
Writing.

Arithmetic.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Drawing and Object Lesson.

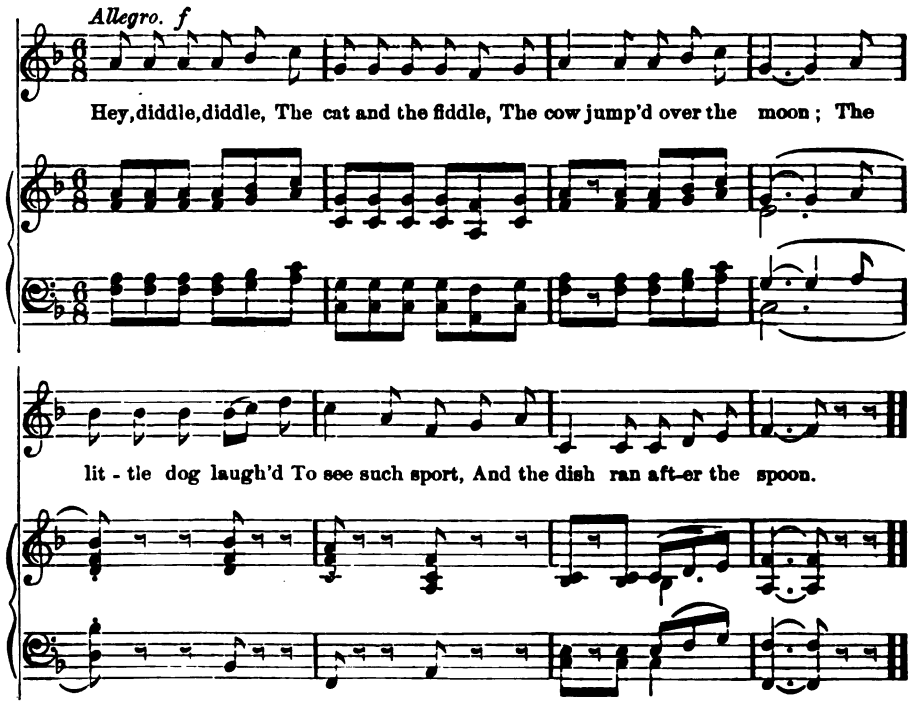




NOTE: The different parts of the cow — head, horns, eyes, neck, tail, legs, feet. What is its hide used for? Its horns? Its meat? etc. Milk, butter, etc.

Singing.

THE CAT AND THE FIDDLE.



LESSON VI.

Our Pig.

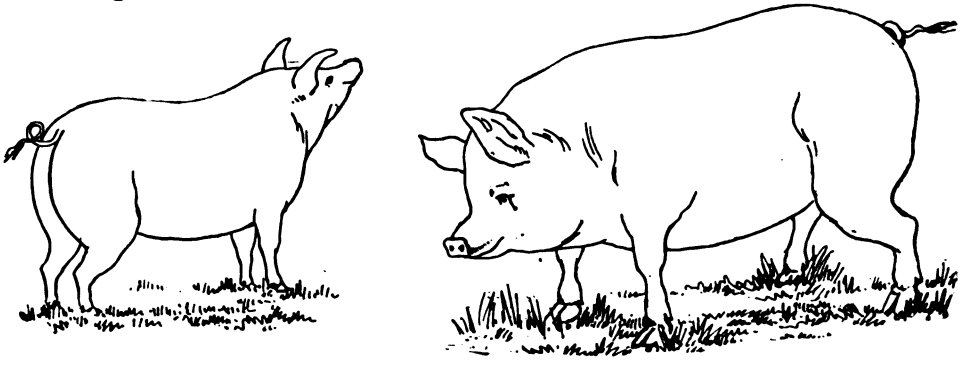
Writing.

Arithmetic.

1 + 2 = 3.

NOTE: Teach the child to put 1 and 2 together and recognize it as 3. Let this be done entirely by objects. Put one object on a table, then two more, and call it 3. Show the child the 3 card he has been using. Take 1 away, leaving 2. Put 1 back. Let the child count 1-2-3. Take 2 from 3, and find 1. This exercise can be varied endlessly. Point out of a window 3 horses, 3 houses. Show the child 3 fingers. Any example that will hold his attention until the figures convey an idea to him.

Drawing.



NOTE: The object lesson follows the lines indicated in preceding lessons. Pork, ham, lard, bristles, may be mentioned.

LESSON VII.

My Ring.

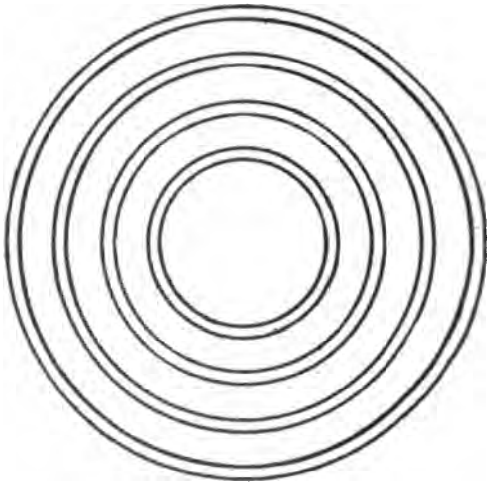
Writing.

Arithmetic.

2 + 2 = 4.

NOTE: Illustrate with objects. Subtract as well as add, by removing an object and reducing the number. Make a combination of 2 and 1; then of 2 and 2 making 4. Beans, marbles, or pencils can be used.

Drawing.



Making circles is an excellent exercise in steadying the hand and training the eye to proportion.

LESSON VIII.

A Pussy.

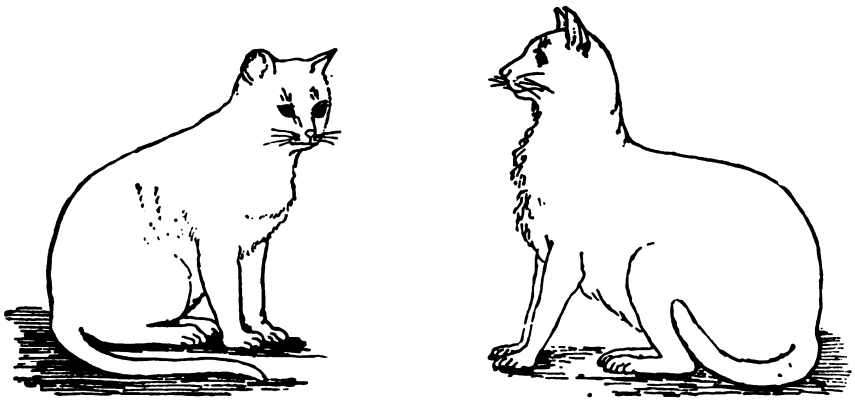
Writing.

Arithmetic.

2 + 3 = 5.

NOTE: Follow the same simple plan of putting together and subtracting objects of the same kind until the child recognizes 5 and its combinations (3 and 2), (2 and 3), (4 and 1), (1 and 2 and 2), etc.

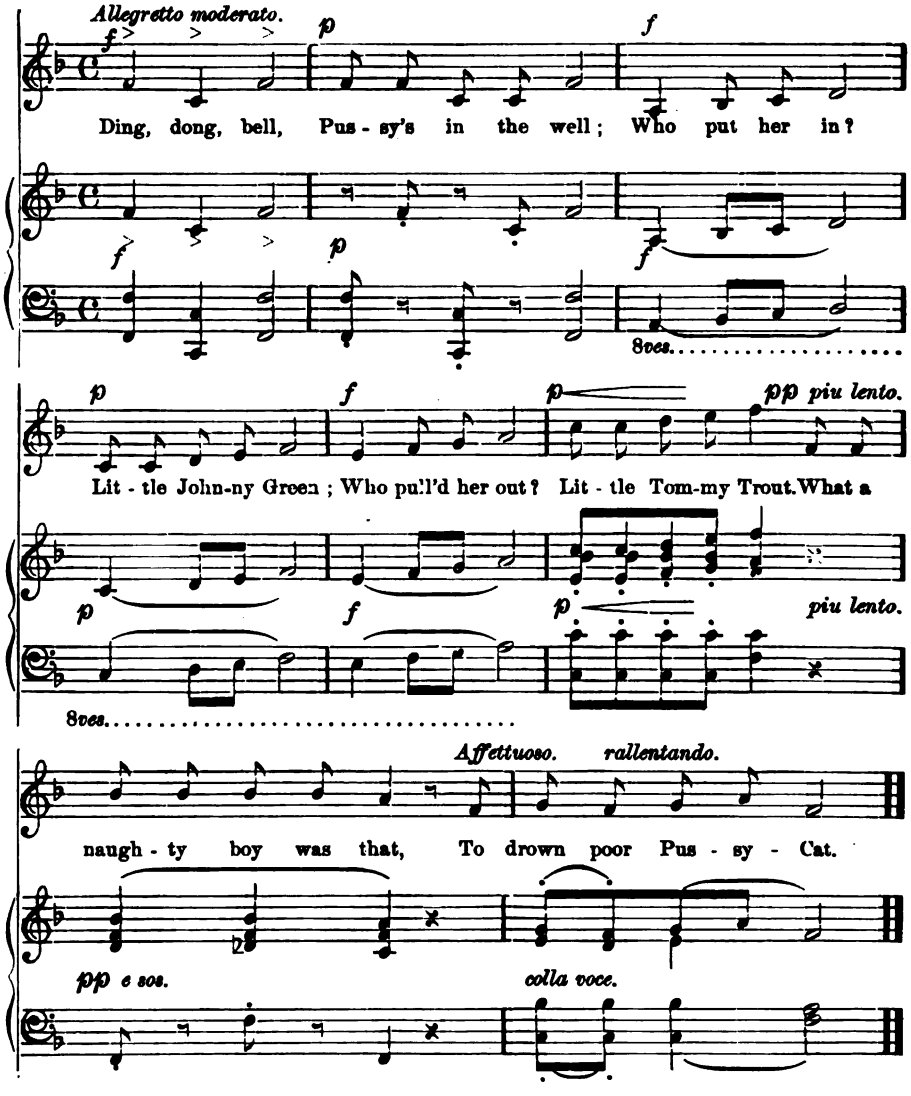
Drawing and Object Lesson.



NOTE: The distinctive features of a cat—soft fur, sharp claws, purring, fondness for milk and mice.

Singing.

DING, DONG, BELL!



LESSON IX.

His Horse.

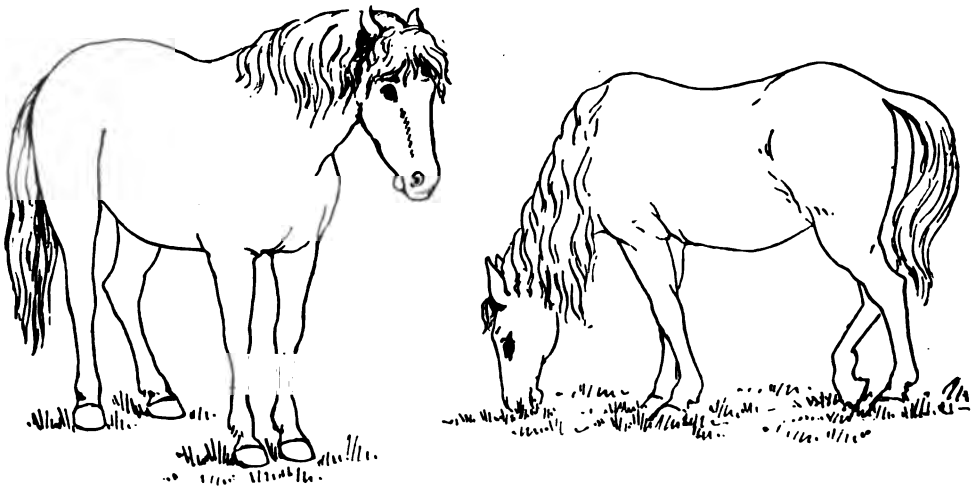
Writing.

Arithmetic.

2 + 2 + 2 = 6.

NOTE: If colored papers, or blocks, or counters can be used of red, blue, white, or black, the child can be taught simple colors at the same time, by combining together in twos, threes, or fours, objects of the same color.

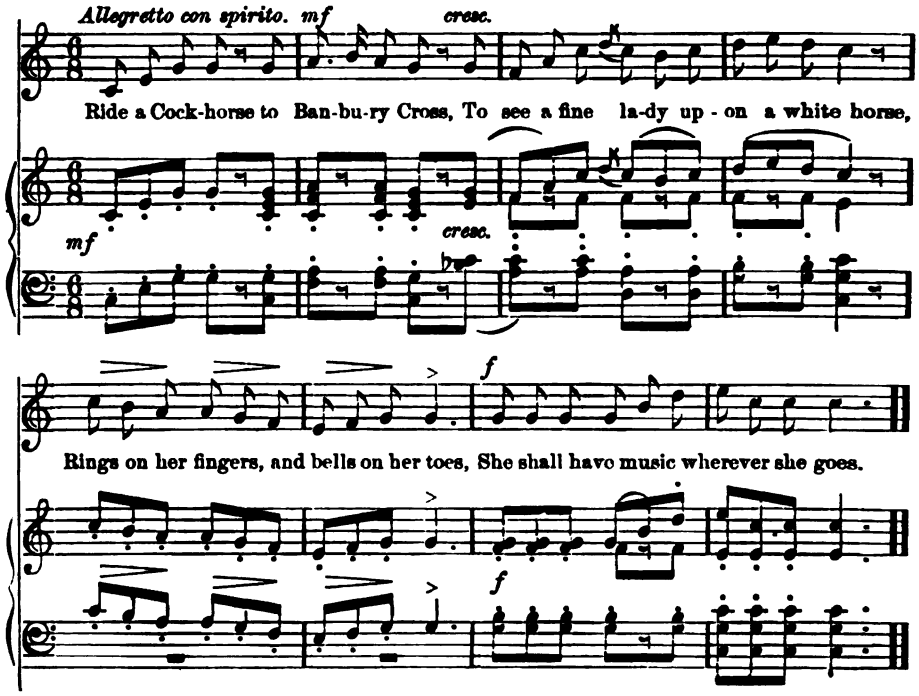
Drawing and Object Lesson.



NOTE: The object lesson will take up the uses of the horse, in addition to such observations as the previous lessons may suggest.

Singing.

RIDE A COCK-HORSE TO BANBURY CROSS.



LESSON X.

Her Lamb.

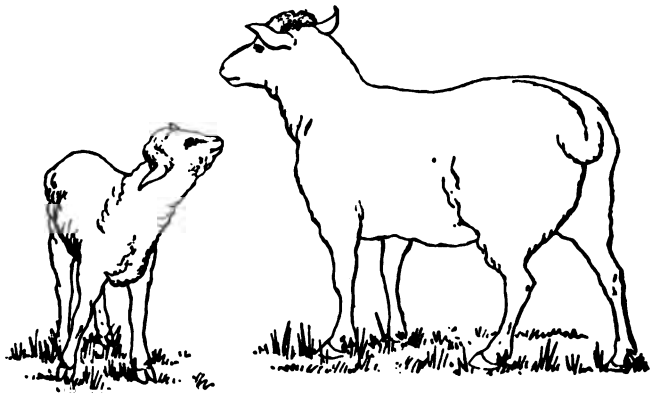
Writing.

Arithmetic.

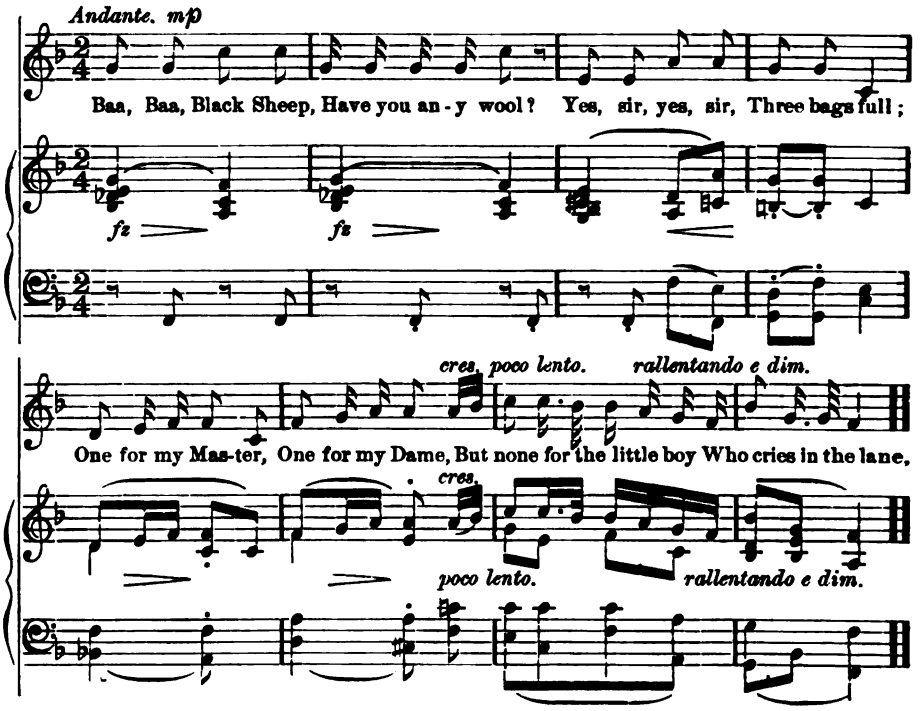
2 + 2 + 3 = 7.

NOTE: Pebbles, some colored and some white, make excellent and durable counters for young children. "Bring me 2 brown pebbles and 3 white ones," is a request which even a child of three quickly learns to understand.

Drawing and Object Lesson.



BAA, BAA, BLACK SHEEP.



LESSON XI.

This Brown Leaf.

Writing.

Arithmetic.

2 + 2 + 2 + 2 = 8.

Drawing and Object Lesson.

NOTE: What are leaves for? Find several kinds of leaf—oak, maple, elm, etc. Make pictures of different kinds.

LESSON XII.

See the Box.

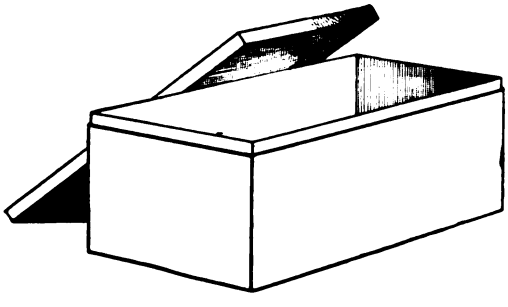
Writing.

See the Box

Arithmetic.

2 + 2 + 2 + 2 + 2 + = 10.

Drawing and Object Lesson.



NOTE: Explain to the child the parts of the box—the sides, the lid, the top, the bottom, the inside, outside, hinge, lock, key, etc.

LESSON XIII.

A Red Cap.

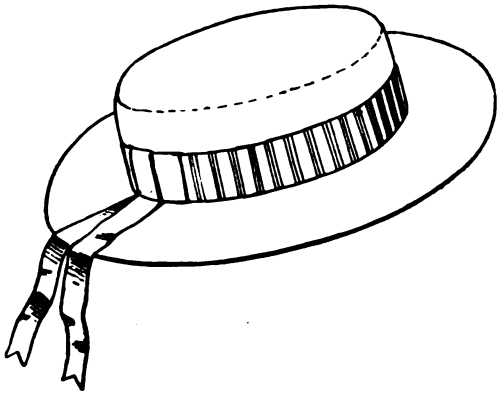
Writing.

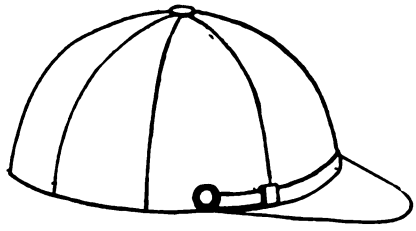
Arithmetic.

10+1=11+1=12+1=13+1=14+1=15

NOTE: An excellent exercise is to make the child draw on his slate a series of dots,

Drawing and Object Lesson.





LESSON XIV.

It is a Rat.

Writing.

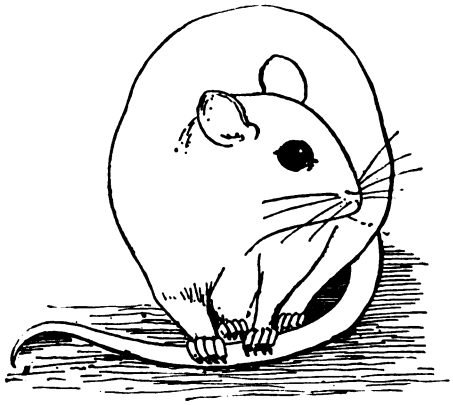
It is a Rat

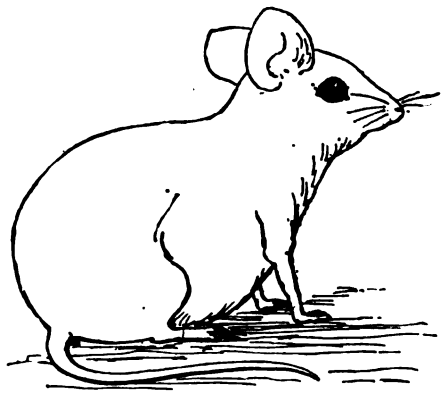
Arithmetic.

15+1=16+1=17+1=18+1=19+1=20

NOTE: Use the objects constantly until the child's mind begins to act naturally without. Make 20 by various simple combinations.

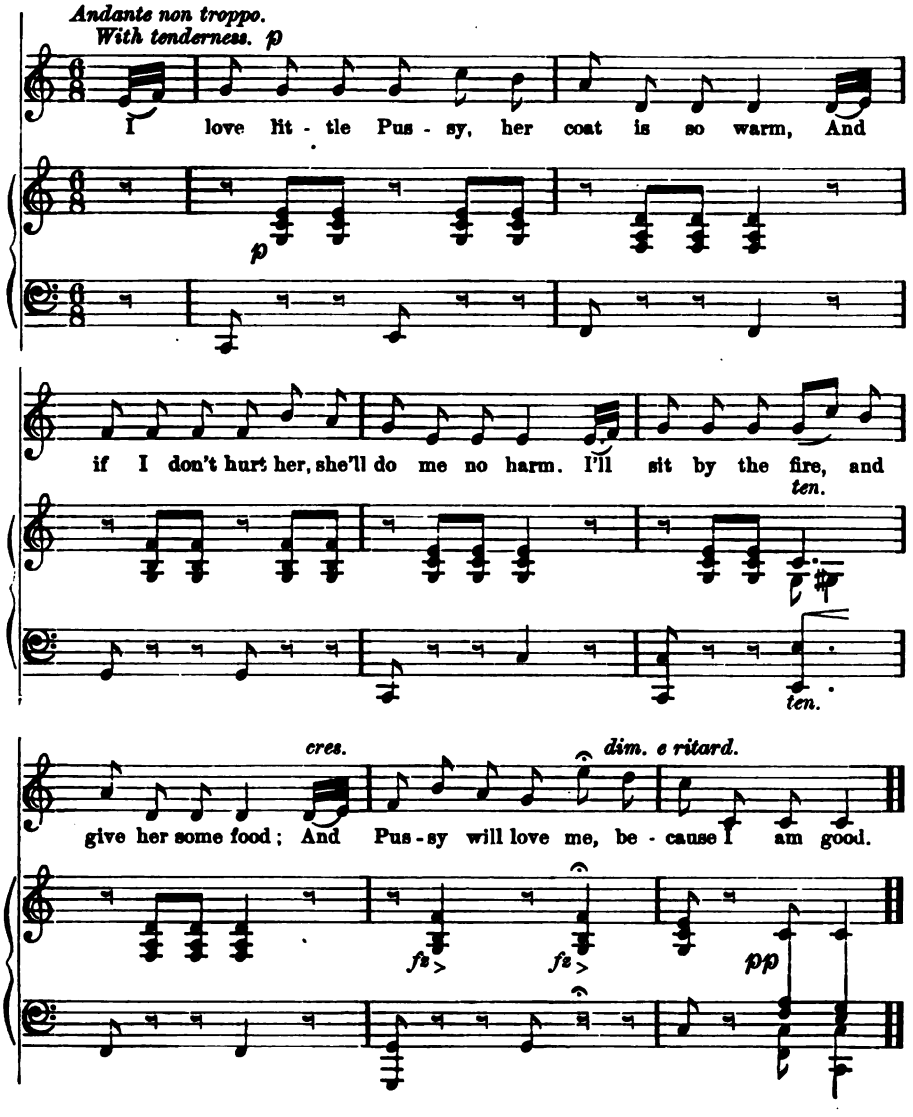
Drawing and Object Lesson.





NOTE: Where do they live? How do we catch them? What do they like to eat? What color are they? What kind of noise do they make? What watches for the rat?—Pussy.

I LOVE LITTLE PUSSY.



LESSON XV.

My White Cup.

Writing.

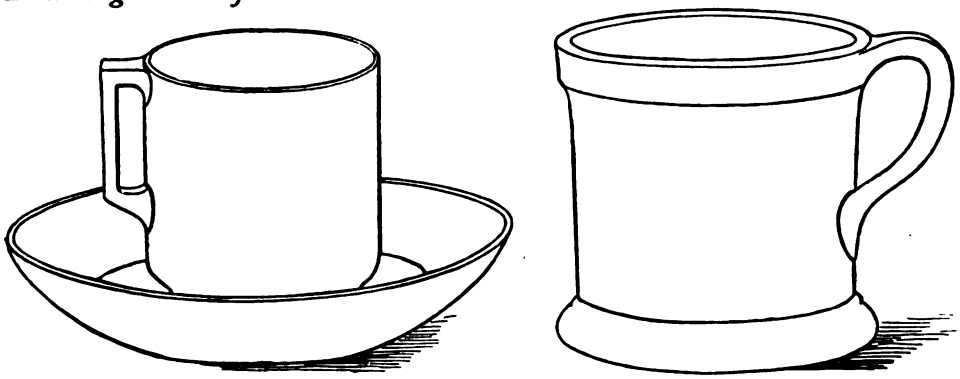
Arithmetic.

20+1=21+1=22+1=23+1=24+1=25 +1=26+1=27+1=28+1=29+1=30

20+2=22+2=24+2=26+2=28+2=30

NOTE: Make various combinations between 20 and 30, adding and subtracting by 10, 5, or 2. Part or parts of this may be omitted according to the proficiency of the child.

Drawing and Object Lesson.



NOTE: Point out the bottom, rim, inside, outside, handle, material, and use, etc. What color? How is it made, and of what?

LESSON XVI.

A Dog and a Fox.

Writing.

Arithmetic.

30 — 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 40

30 + 2 + 2 + 2 + 2 + 2 = 40

NOTE: Let this exercise be conducted as far as possible by the child. He can divide up his beans or blocks into groups of 5 or 10 or 20, etc., and find out how many he can make of each. Let him make groups of 2 and 3 also.

Drawing and Object Lesson.

NOTE: Its fur, bushy tail, fondness for chickens.

LESSON XVII.

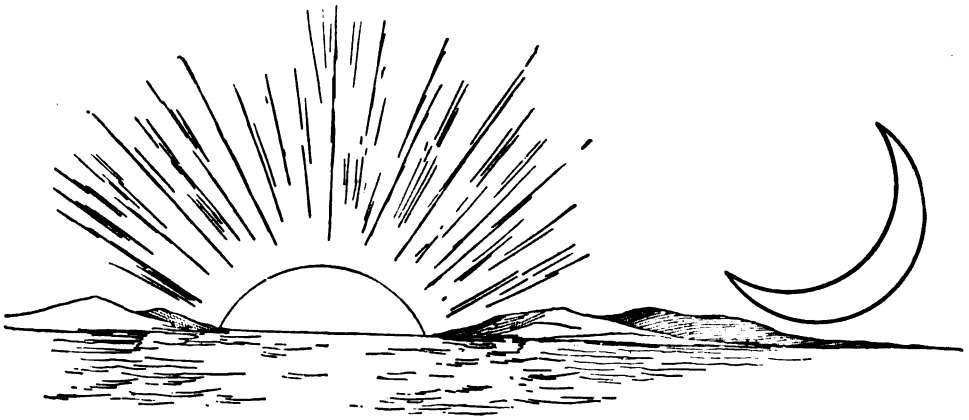
I See the Sun.

Writing.

Arithmetic.

40—1—2—3—4—5—6—7—8—9—50

Drawing and Object Lesson.



NOTE: When does the sun shine? Does it give heat? Does it give light? How big is it? Where does it go to at night? Where does it come from in the morning?

LESSON XVIII.

A Frog can Jump.

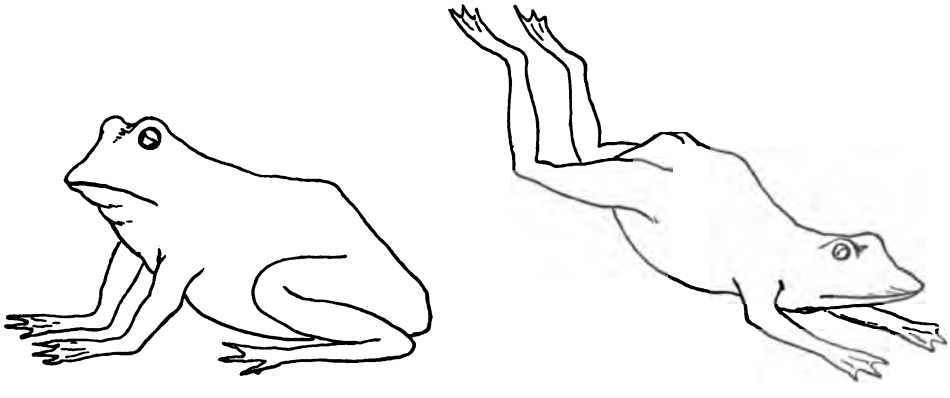
Writing.

Arithmetic.

50 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 — 60

50 + 2 + 2 + 2 + 2 + 2 = 60

Drawing and Object Lesson.



NOTE: What does it eat? What kind of legs has it? Where does it live? What kind of noise does it make?

LESSON XIX.

Give me my Ball.

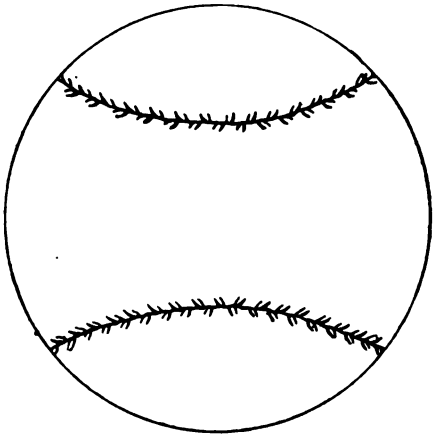
Writing.

Give me my Ball

Arithmetic.

60 — 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 70

Drawing and Object Lesson.



NOTE: Is it soft or hard, smooth or rough, heavy or light? What color? Of what is it made? Round or square? etc.

LESSON XX.

It is a Bird.

Writing.

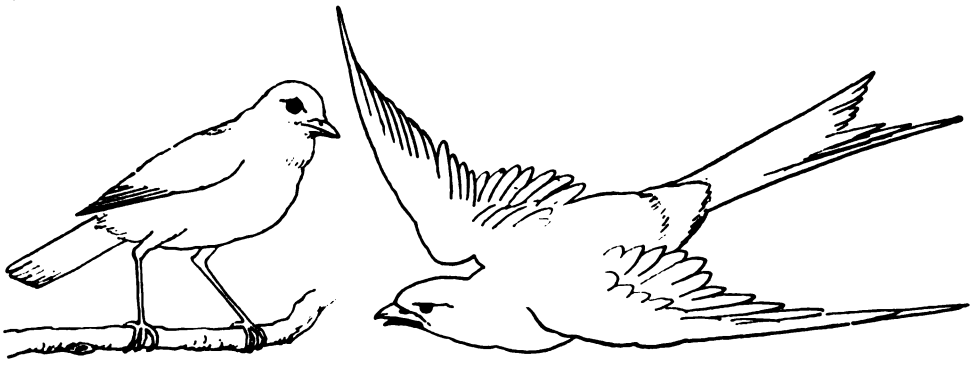
It is a Bird

Arithmetic.

70 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 80

70 + 2 + 2 + 2 + 2 + 2 = 80

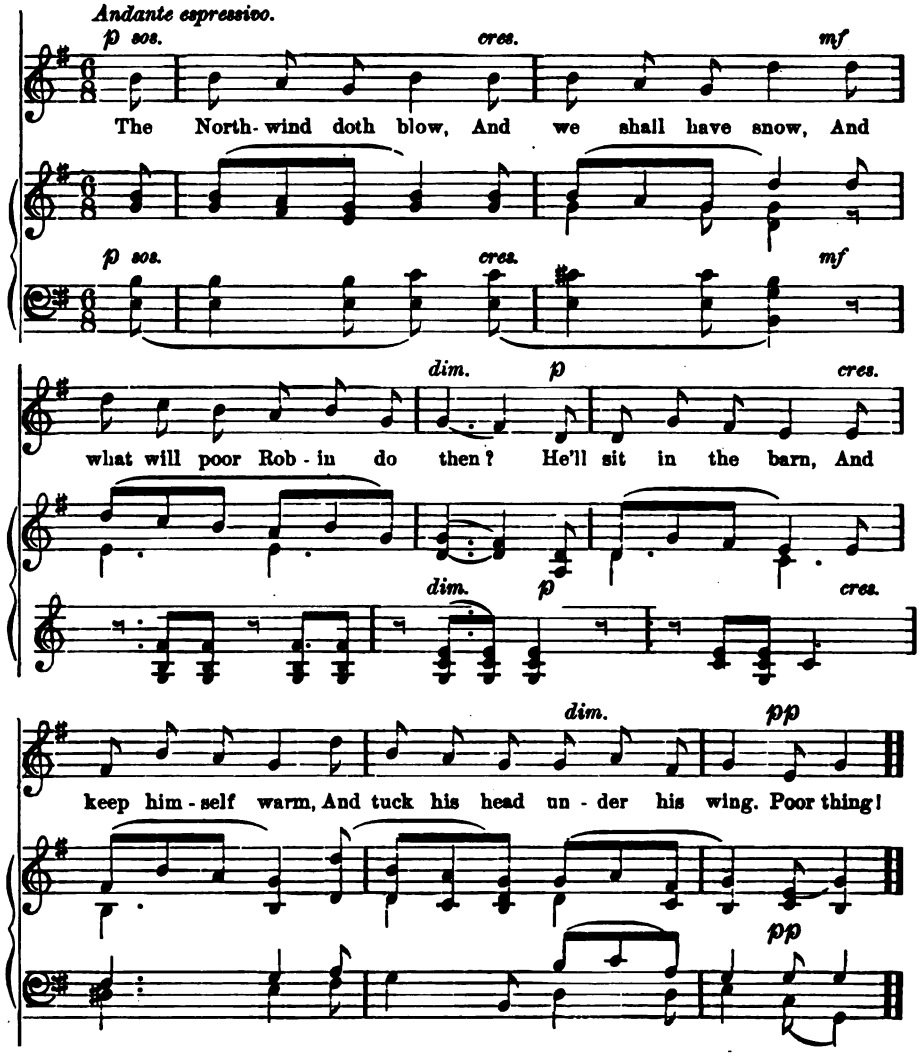
Drawing and Object Lesson.



NOTE: Feathers, wings, beak, flight, eggs, nests, etc.

Singing.

THE NORTH WIND DOTH BLOW.



LESSON XXI.

We have a House.

Writing.

We have a House

Arithmetic.

80 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 90

90 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 100

Drawing and Object Lesson.

NOTE: Point out a house. What are houses made of?—Brick, stone, wood. Which are the doors? Which the windows? What is the difference? What is a hall? A room? What kind of rooms in a house?—Bedrooms, sitting-rooms, parlor, kitchen, dining-room, etc.

LESSON XXII.

Look at the Clock.

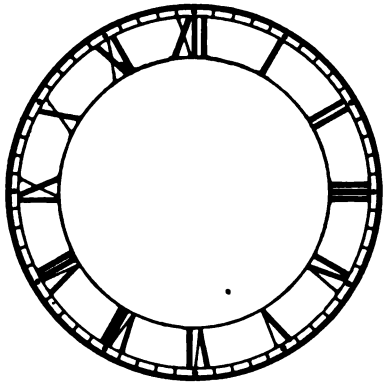
Writing.

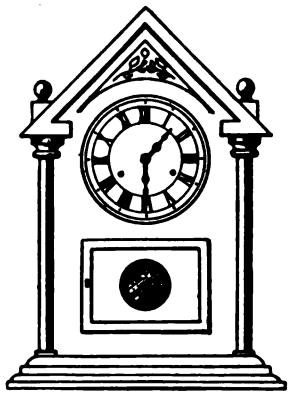
Arithmetic.

I. II. III. IV. V. VI. VII. VIII. IX. X. XI. XII.

NOTE: Roman numerals up to XII. are given so as to teach the child the time.

Drawing and Object Lesson.





NOTE: What is a clock for? Where are the hands? Which is the face? Which the back? What noise does it make? A large paper dial, with two splints of wood for hands, can be used to teach the clock's time, if an actual clock cannot be used for the purpose.

LESSON XXIII.

Here is a Girl.

Writing.

Here is a Girl

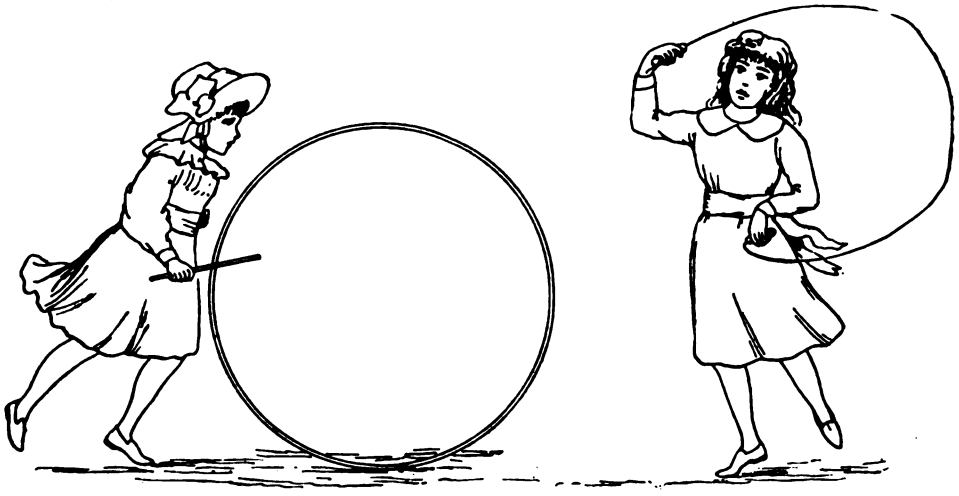
Arithmetic.

(20) 4 + 4 + 4 + 4 + 4 = 20

10 + 10 = 20

NOTE: While making these combinations of 20, review Lesson XIV.

Drawing and Object Lesson.



NOTE: What do girls wear?—Dresses, bonnets, sacks, shawls. Give two or three girl's names. Are you a girl? Is your sister a girl?

LESSON XXIV.

There is a Table.

Writing.

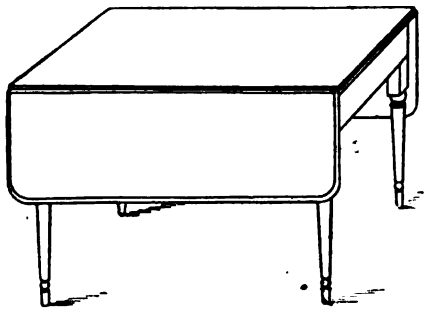
Arithmetic.

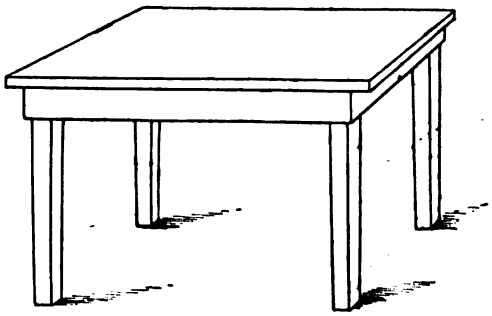
(30) + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = 30

... ...
... ...
... ...
... ...
... ...
10 x 3 = 30. 5 x 6 = 30.

The system suggested in Lesson XIII. may be modified for every combination of figures. The series of dots are to the made on the slate and varied according to the child's understanding.

Drawing and Object Lesson.





NOTE: What is it made of? How many legs? What is it used for? etc.

LESSON XXV.

Give me that Chair.

Writing.

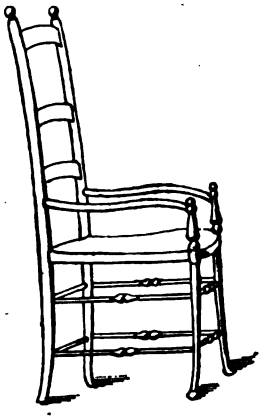
Give me that Chair

Arithmetic.

(30) 6 + 6 + 6 + 6 + 6 = 30

NOTE: Review Lesson XXIV. Let the child combine the threes into sixes and then make thirty.

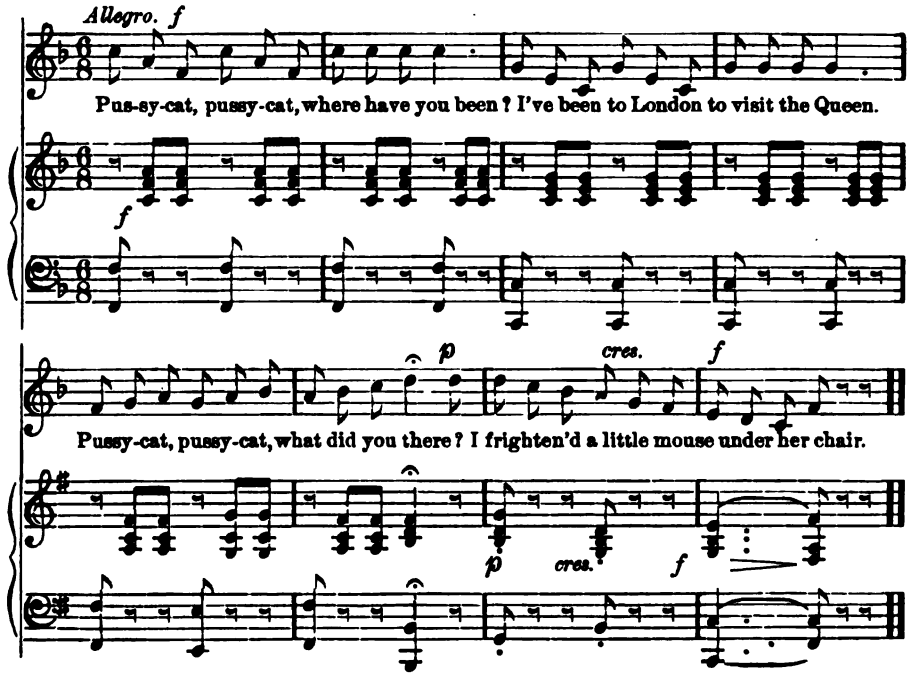
Drawing and Object Lesson.



NOTE: What is it made of? Where does wood come from? How many legs has it? Where is its back? Its seat?

Singing.

PUSSY-CAT, PUSSY-CAT!



LESSON XXVI.

Take my Fork.

Writing.

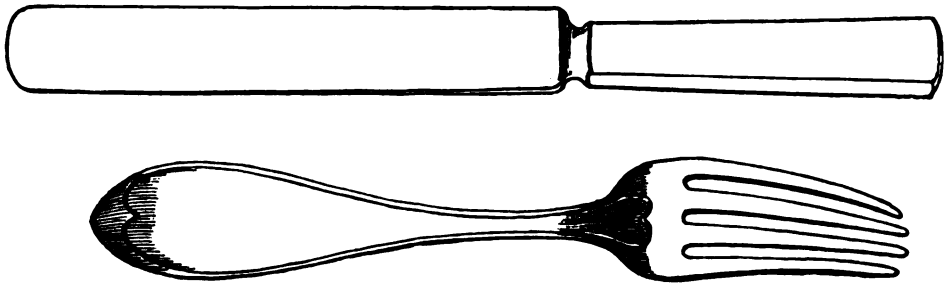
Arithmetic.

(30) 5 + 5 + 5 + 5 + 5 + 5 = 30

10 + 10 + 10 = 30

NOTE: Combine this lesson with a review of lessons XXIV. and XXV.

Drawing and Object Lesson.



NOTE: Of what use is a fork? What is it made of? How many prongs has it? How does it differ from a knife or a spoon?

LESSON XXVII.

Shut the Window.

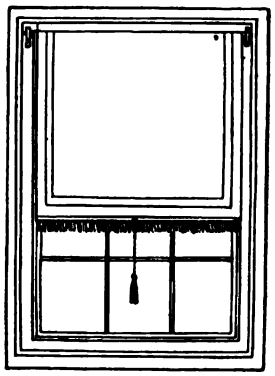
Writing.

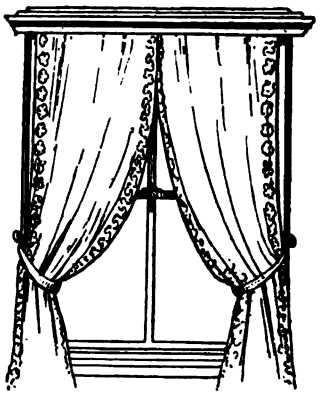
Arithmetic.

(40) 4+4+4+4+4+4+4+4+4+4=40

5+5+5+5+5+5+5+5=40

Drawing and Object Lesson.





NOTE: A window. Count the panes in the nearest window. Where does glass come from? How is it made?

LESSON XXVIII.

I Like the Fish.

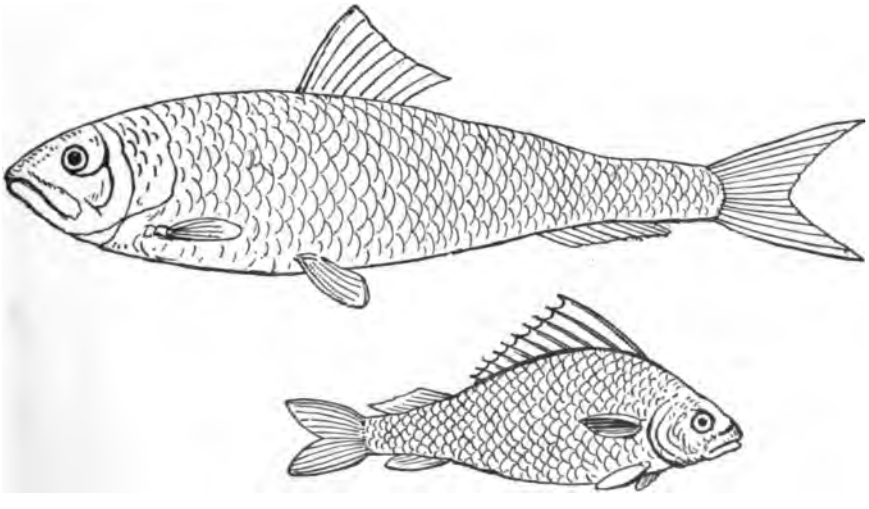
Writing.

Arithmetic.

(40) 8+8+8+8+8=40

NOTE: Review Lesson XXVII. in connection with this.

Drawing and Object Lesson.



NOTE: Where does the fish live? How does it move? Has it legs? What is it covered with? What does it swim with? How do we catch fish? etc.

LESSON XXIX.

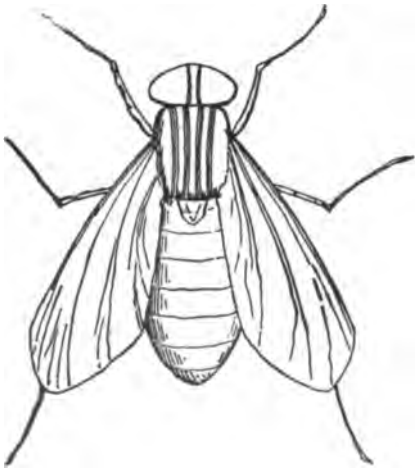
Hear the Fly Buzz.

Writing.

Arithmetic.

(40) 10+10+10+10=40
20+20=40

Drawing and Object Lesson.



NOTE: How does it move? How does it walk on the pane of glass or on the ceiling? What noise does it make? What does it eat?

LESSON XXX.

Is he a good Boy?

Writing.

Arithmetic.

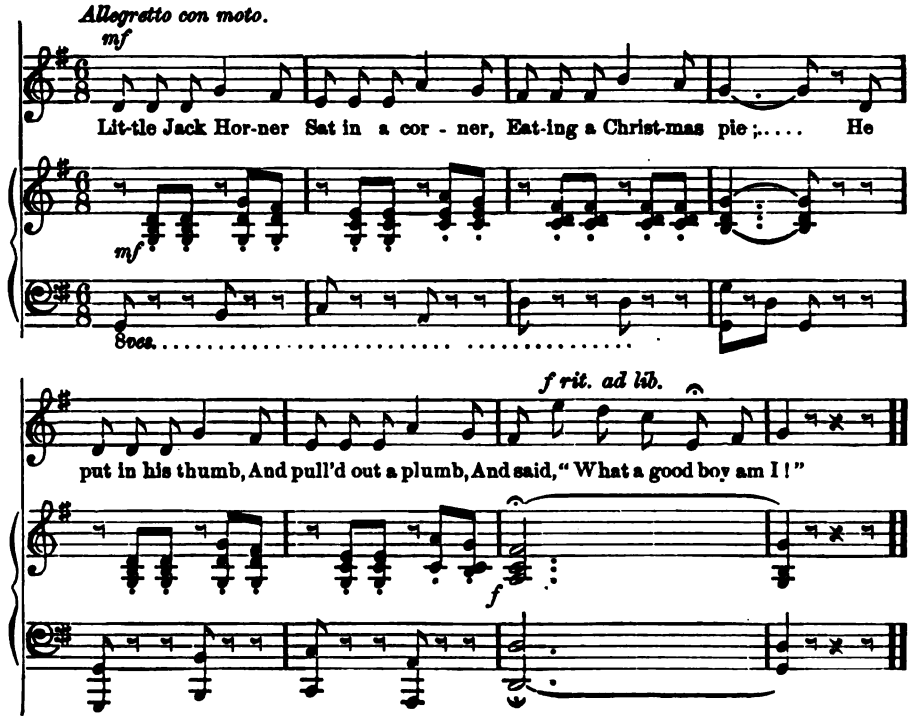
(50) 5+5+5+5+5+5+5+5+5+5=50
10+10+10+10+10=50

Drawing and Object Lesson.

NOTE: What do boys like to play with? What will boys grow to be? Is your little brother a boy? Is he a naughty boy?

Singing.

LITTLE JACK HORNER.



LESSON XXXI.

These Books are New.

Writing.

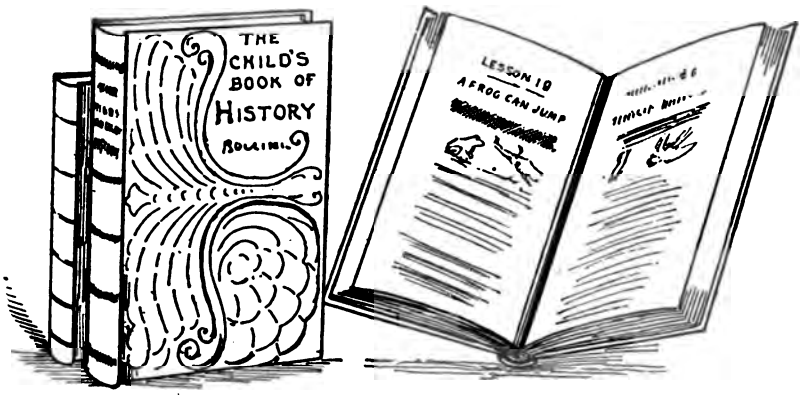
These Books are New

Arithmetic.

(50) 25 + 25 = 50
30 + 20 = 50
40 + 10 = 50

NOTE: Review Lesson XXX. in connection with this one. When the child handles such large numbers, such as 25 + 25 = 50, let him build up on his slate with dots, or with pebbles, from small groups of five dots or pebbles, until he discovers the result for himself. See lesson XIII., in which this system is illustrated on a slate.

Drawing and Object Lesson.



NOTE: Of what is the book made? What are the parts of a book? Covers, leaves, back, etc. Name some different kinds of books, as picture-books, story-books, reading-books, etc.

LESSON XXXII.

What a Fine Tree.

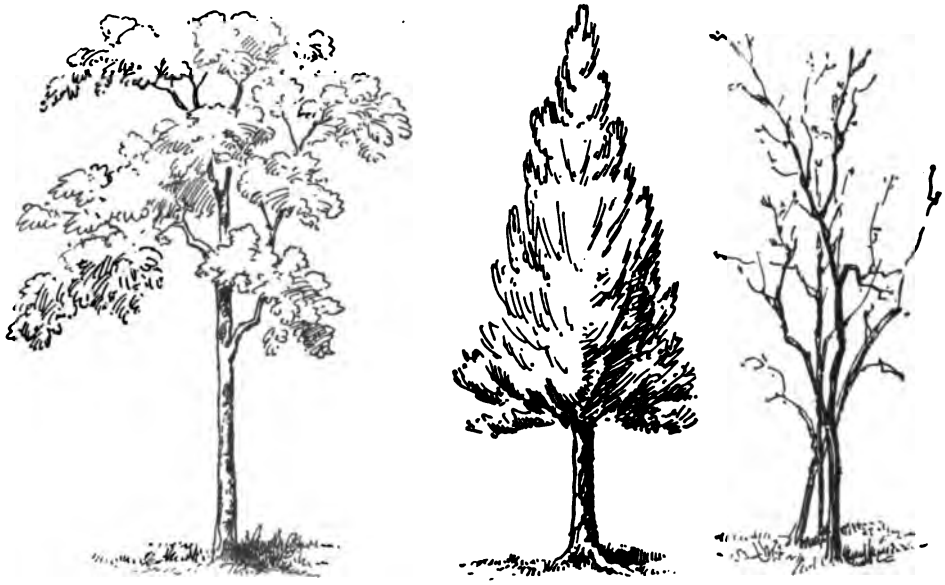
Writing.

Arithmetic.

(60) 6+6+6+6+6+6+6+6+6+6=60

NOTE: Let the child count and build up 60 with fives.

Drawing and Object Lesson.



NOTE: The parts of a tree. Branches, trunk, roots, leaves. Which way do the roots grow? Which way do the branches grow? Where do the leaves grow? What color are they?

LESSON XXXIII.

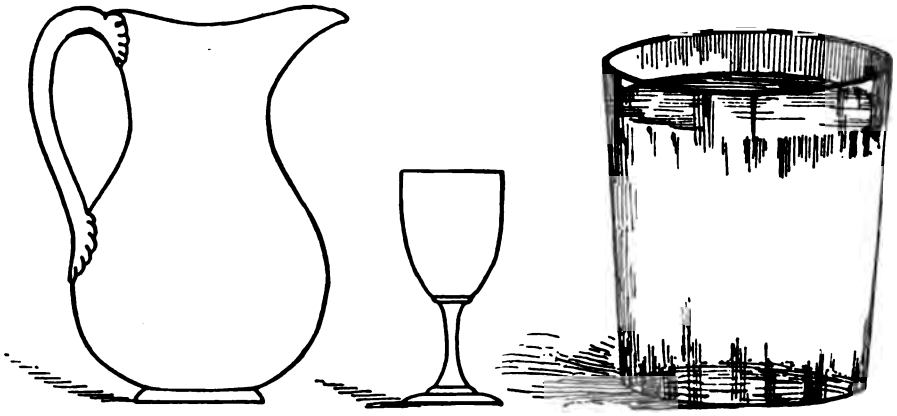
A Glass of Milk.

Writing.

Arithmetic.

(60) 10+10+10+10+10+10=60
20+20+20=60

Drawing and Object Lesson.



NOTE: What is it made of? Does it break easily? Is it hard or soft? Can you see through it?

LESSON XXXIV.

Quack, Quack, says the Duck.

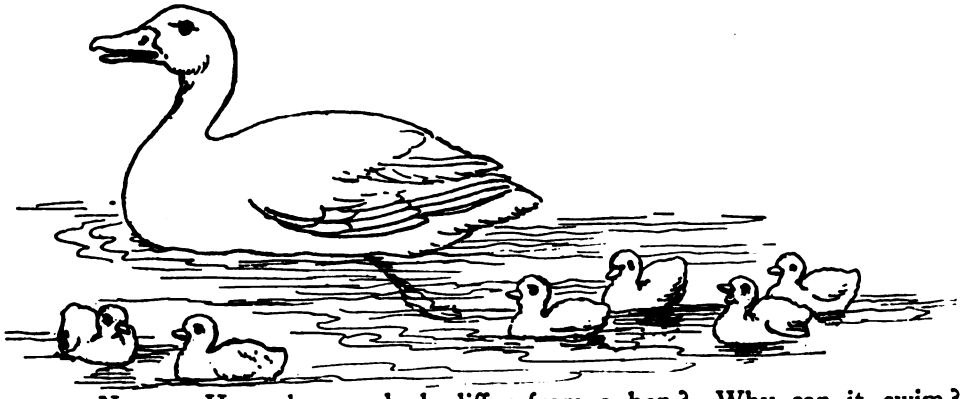
Writing.

Arithmetic.

(60) 30 + 30 = 60
40 + 20 = 60
50 + 10 = 60

NOTE: Review lessons XXXII. and XXXIII. in connection with this.

Drawing and Object Lesson.



NOTE: How does a duck differ from a hen? Why can it swim? What kind of feet has it? What does it eat?

LESSON XXXV.

Buzz, buzz, little Bee.

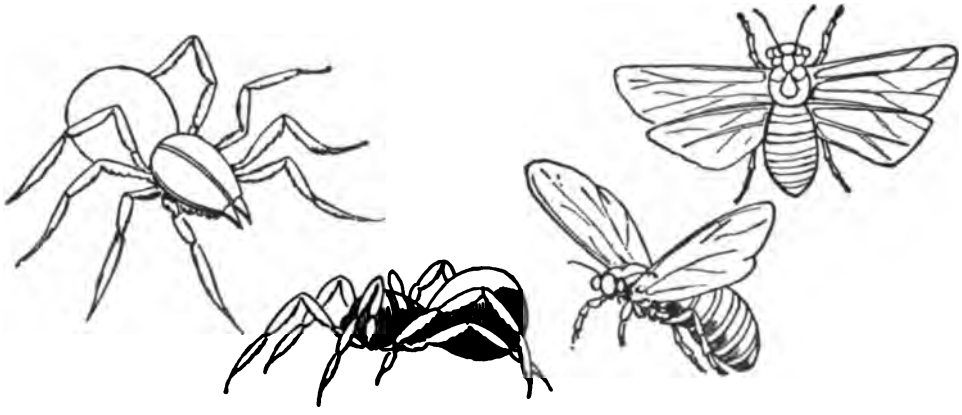
Writing.

Arithmetic

(70) 10+10+10+10+10+10+10=70

NOTE: Make 70 by fives and tens.

Drawing and Object Lesson.



NOTE: What do bees make? Where do they get honey? Where do they live?

LESSON XXXVI.

Arthur has a very nice Drum.

Writing.

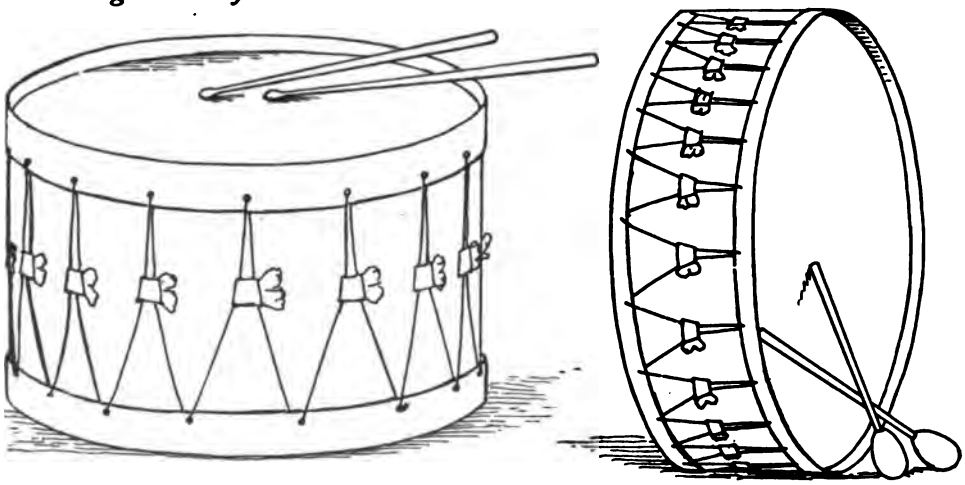
Arthur has a very nice Drum

Arithmetic.

(80) 10+10+10+10+10+10+10+10=80
20+20+20+20=80

NOTE: Let the child make up 80 with groups of five, ten, and twenty.

Drawing and Object Lesson.



NOTE: What is the drum for? What is it made of? For what do soldiers use it?

LESSON XXXVII.

Frank lost his Flag in the Field.

Writing.

Frank lost his Flag in the Field

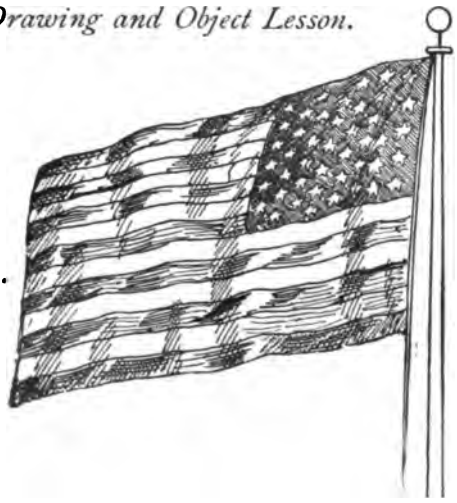
Arithmetic.

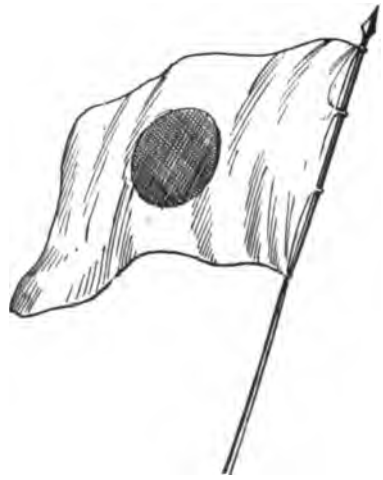
(90) 10+10+10+10+10+10+10+10+10=90

60+30=90

NOTE: In dealing with the large numbers, let the child divide his 90 marbles or objects into two piles; putting 5 of his tens in one and 4 of them in another. He knows that 4 tens are 40 and 5 tens 50, and will understand the combination of 40 + 50 = 90.

Drawing and Object Lesson.





NOTE: What are flags for? Different countries have different flags. French, English, and German flags.

LESSON XXXVIII.

It is Fun to Fly a Kite High in the Air.

Writing.

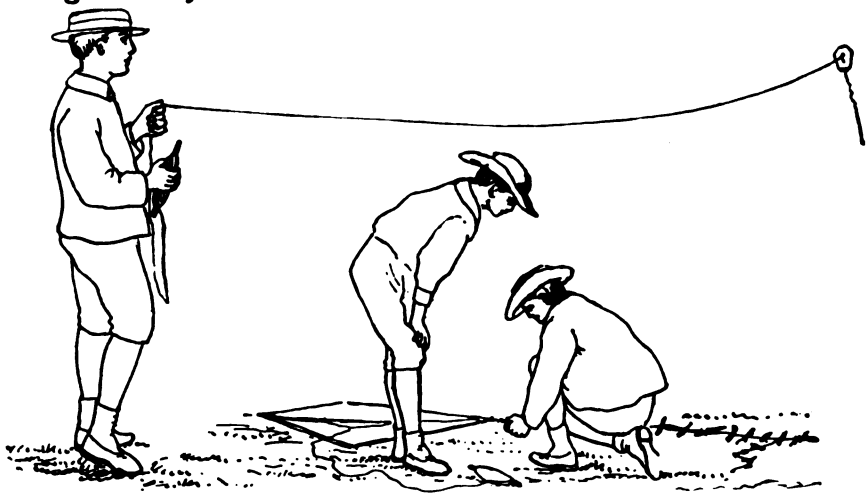
It is Fun to Fly a Kite High in the Air

Arithmetic.

(100) 10+10+10+10+10+10+10+10+10+10=100

50+50=100

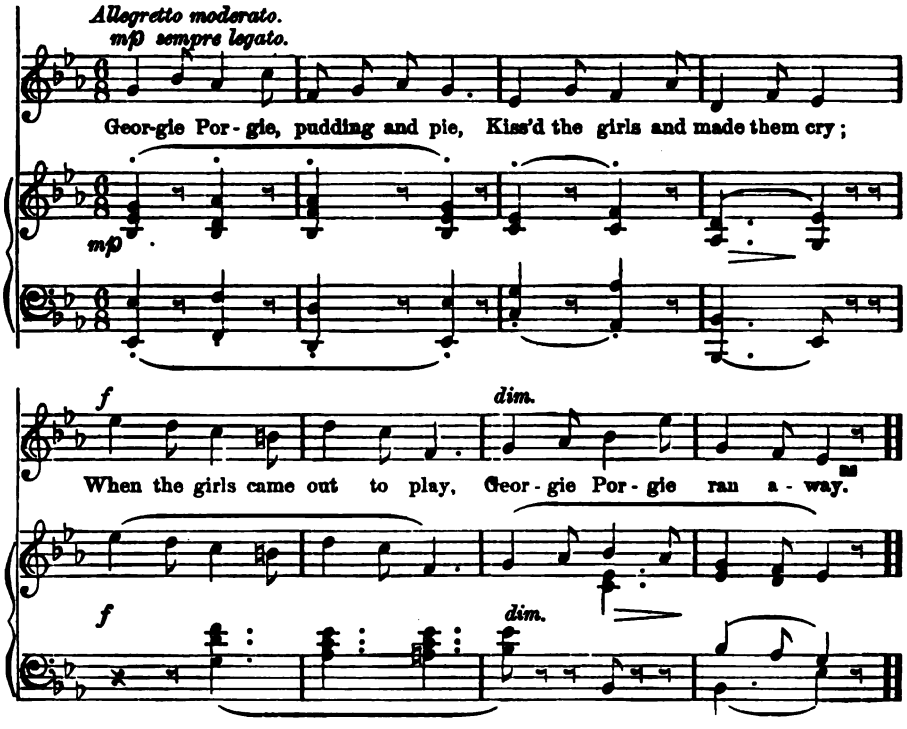
Drawing and Object Lesson.



NOTE: How do you make a kite? What is the string for? What makes it fly?

Singing.

GEORGIE PORGIE.



LESSON XXXIX.

Oh, Lilly, Hark! Did you hear the Bell Ring?

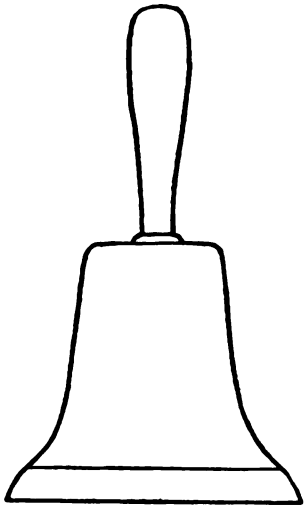
Writing.

Arithmetic.

Divide one whole thing into two equal parts.
What is one piece? One half. The other piece? One half.
Put them together, what do they make? One whole.

NOTE: The slate may be divided by lines into halves, and the child's eye educated to divide lines and objects accurately

Drawing and Object Lesson.



NOTE: What is the bell for? What is it made of? How big are some bells? Why does it ring?

LESSON XL.

A Happy Little Turtle Playing in the Mud.

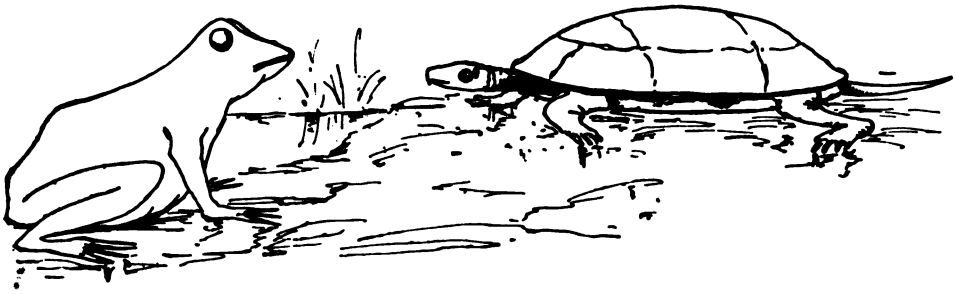
Writing.

Arithmetic.

What is half of 2 things?
" " " " 4 "
" " " " 6 "

NOTE: Let the child discover the result by dividing up his objects.

Drawing and Object Lesson.



NOTE: Where does the turtle live? How many legs has it? What does it carry on its back?

LESSON XLI.

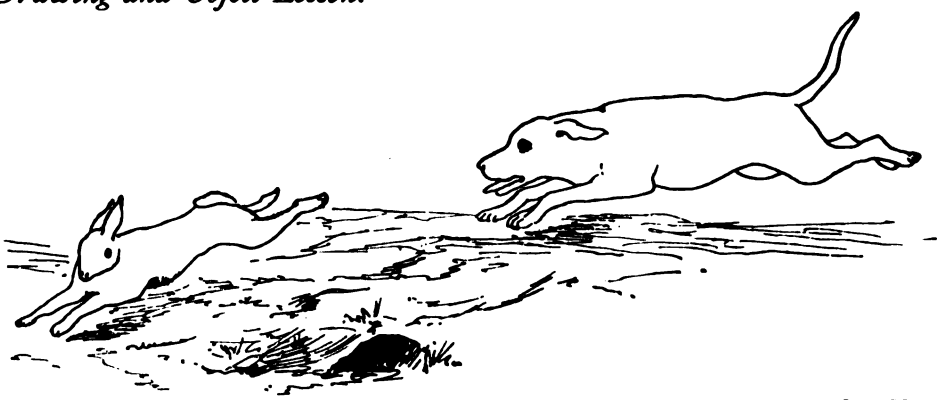
Willie, See the Rabbit; Run and Catch it.

Writing.

Arithmetic.

Divide one whole thing into four parts.
What have you? Four quarters.
What is one piece? One quarter.
Three pieces? Three quarters.
Two pieces? Two quarters.
What do two quarters make? One half.

Drawing and Object Lesson.



NOTE: What kind of hind legs has it? What kind of ears? What does it eat?

LESSON XLII.

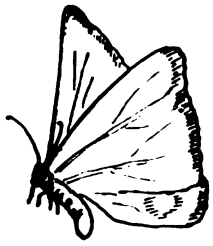
Yellow Butterfly, Where are you Going?

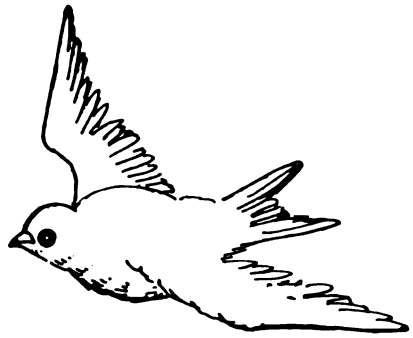
Writing.

Arithmetic.

Take four quarters and build a whole.
Put two pieces together. One half.
Put three pieces together. Three fourths.
Put four pieces together. One whole.
Put the two halves together. One whole.

Drawing and Object Lesson.





NOTE: Is a butterfly like a bird? Is it like a fly? Can it sing? Describe the development of the butterfly from the worm, if the child is old enough to understand it.

LESSON XLIII.

Take Care, Tom, the Mud on Your Shoes will Soil the Carpet.

Writing.

Arithmetic.

What is one half of four?
What is one fourth of four?
What is three fourths of four?
What is four fourths of four?

NOTE: Take this exercise also with eight and twelve.

Drawing and Object Lesson.

NOTE: What are shoes made of? Where are the straps? Where are the soles? The tops? etc.

LESSON XLIV.

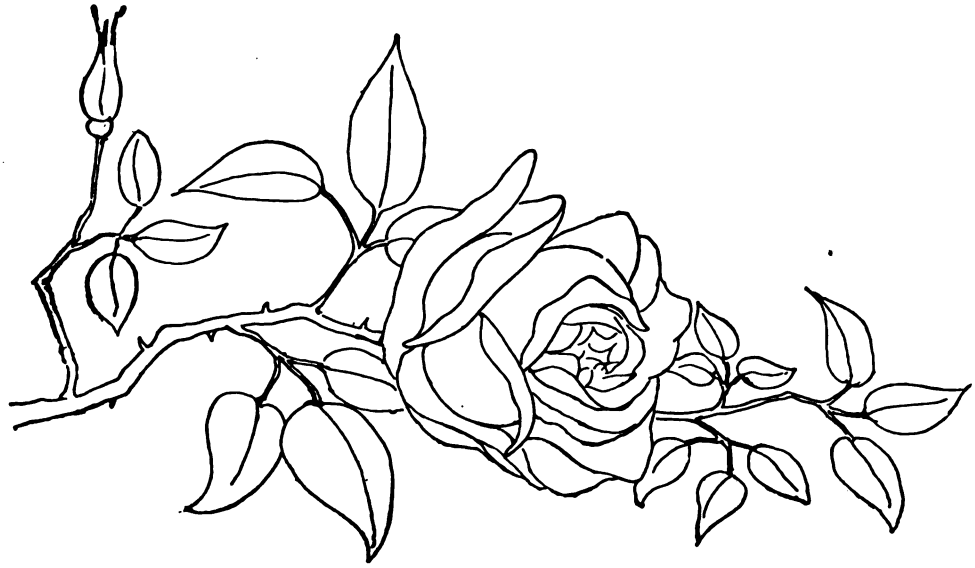
Let me Smell Your Sweet Rose. Does it Grow on a Bush?

Writing.

Arithmetic.

Divide one whole thing into three parts.
What is one part? One third.
What is two parts? Two thirds.
What is three parts? Three thirds, or the whole.

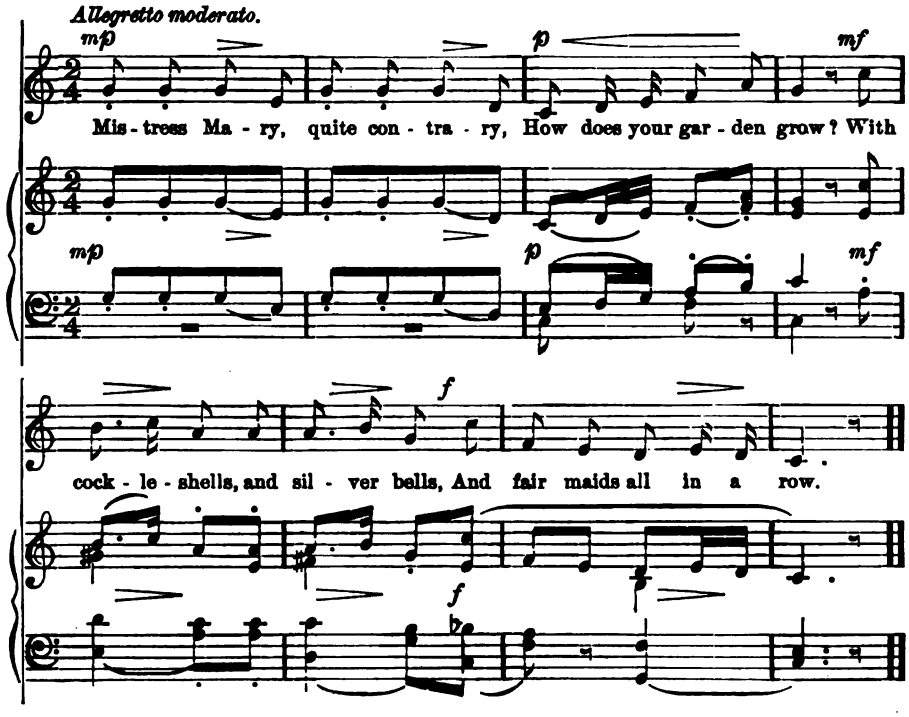
Drawing and Object Lesson.



NOTE: What is a rose? What colors are roses? How do they grow? Are they sweet? etc.

Singing.

MISTRESS MARY.



LESSON XLV.

When Papa Comes Home, he Lights the Lamp and Reads the Newspaper.

Writing.

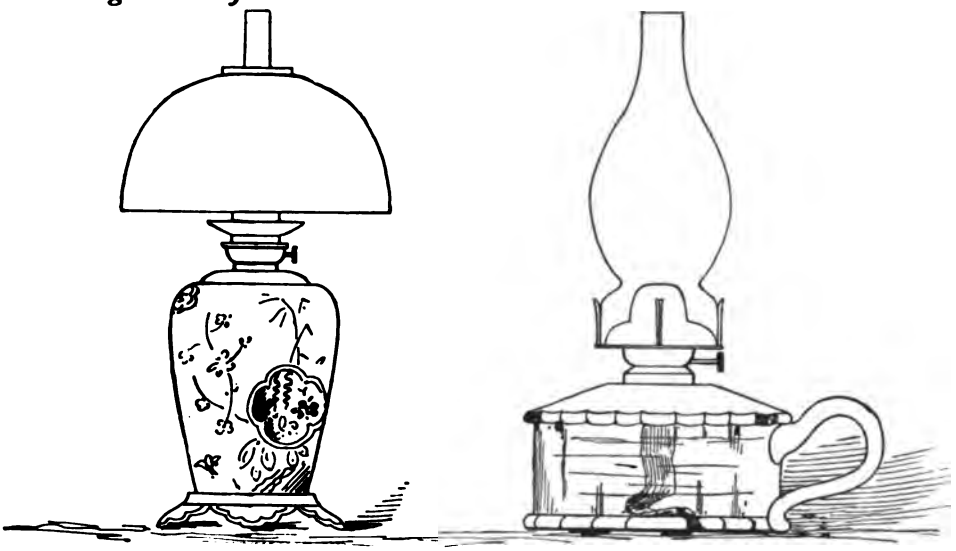
When Papa Comes Home, he
Lights the Lamp and Reads
the Newspaper

Arithmetic.

What is one third of three ?—of six ?—of nine ?

NOTE: Divide the slate into three parts.

Drawing and Object Lesson.



NOTE: When do we light the lamps? What do we burn in lamps? What are lamps made of? (Glass, metal, china.) Which is the wick, the chimney? etc.

LESSON XLVI.

Rob Took his Boat Down the River, and Caught Ten Fish.

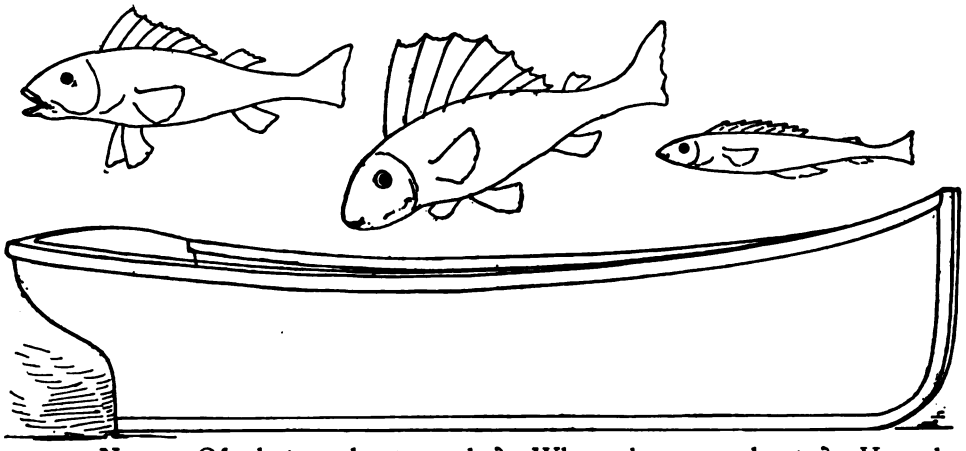
Writing.

Arithmetic.

What is one third of twelve?
" " " " fifteen?
" " " " eighteen?

NOTE: This exercise on thirds can be varied according to the capacity or age of child.

Drawing and Object Lesson.



NOTE: Of what are boats made? Where do we use boats? How do we make boats move? (Rowing, by sail, by steam.) Name two or three kinds of boats. (Sail-boats, row-boats, steam-boats.) What do you use to make row-boats go? (Oars.)

LESSON XLVII.

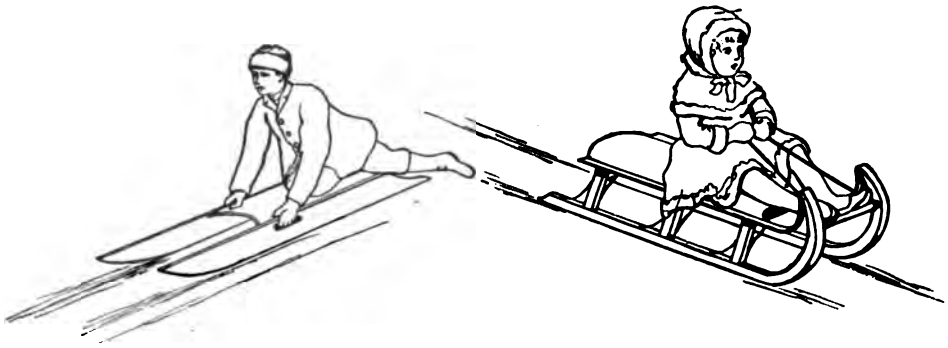
John had a Grand Time in the Snow with his New Sled.

Writing.

Arithmetic.

Find one half of ten.
" " " twenty.
" " " forty.

Drawing and Object Lesson.



NOTE: What are the parts of a sled? What is it used for? Can you use a sled in summer? What are the runners made of? What the seat? Can you make a sled go if there is no hill? Can you make it go if there is no snow?

Singing.

THREE CHILDREN SLIDING ON THE ICE.

Andante quasi allegretto.

mf

Three chil - dren slid - ing on the ice, All on a sum-mer's day, As it fell out they all fell in, The rest they ran a - way.

R. H. L. H.

poco rit.

SECOND VERSE.

mf

Now had these chil - dren been at home, Or slid - ing on dry ground, Ten thousand pounds to one pen - ny, They had not all been drowned.

R. H. L. H.

poco rit.

LESSON XLVIII.

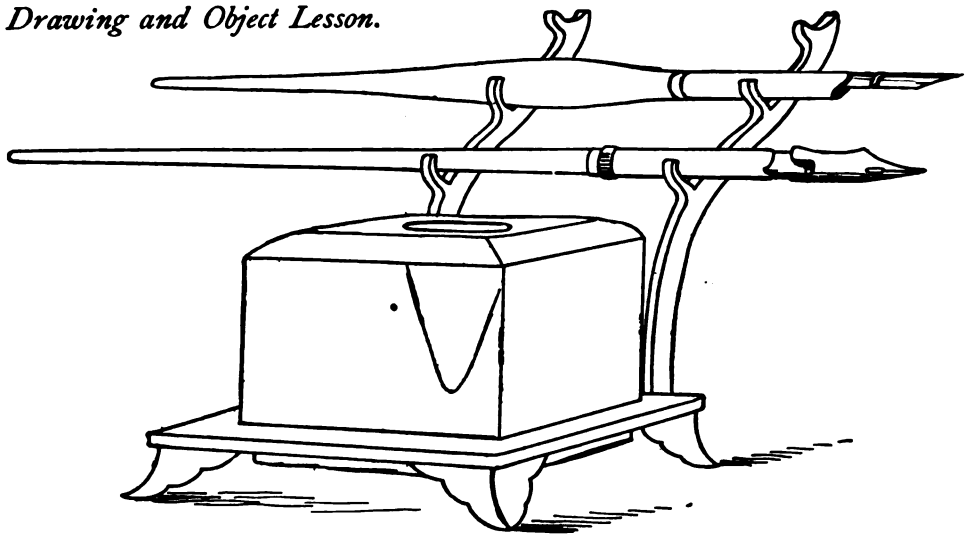
Mama Writes Long Letters. She Uses a Pen and Black Ink.

Writing.

Arithmetic.

Find one third of twelve.
" two thirds " "
" one third " eighteen.
" two thirds " "

Drawing and Object Lesson.



NOTE: What are pens good for? What made of? (Steel, gold, goose-quills, etc.) With what do you hold the pen? (Penholder.) What do you dip it in before you try to write? Is a pen like a pencil? What is the ink like? (Colored water.) What different colors of ink?

LESSON XLIX.

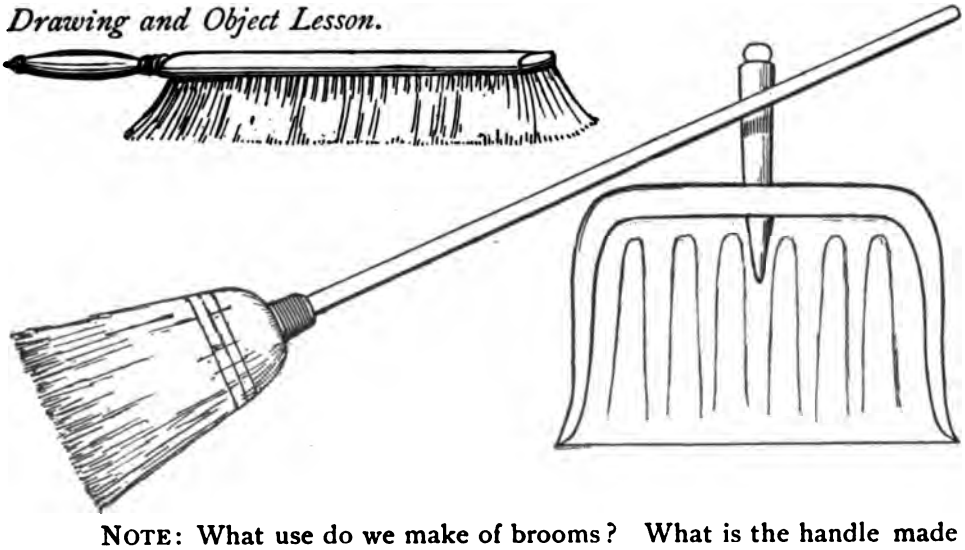
Susie has a Little Broom. She Sweeps her Dolly's House Every Day.

Writing.

Arithmetic.

Find one fourth of twenty. Five.
" one half of twenty. Ten.
" three fourths of twenty. Fifteen.

Drawing and Object Lesson.



NOTE: What use do we make of brooms? What is the handle made of? What the brush part? What is the companion of the broom? (The dust-pan.)

LESSON L.

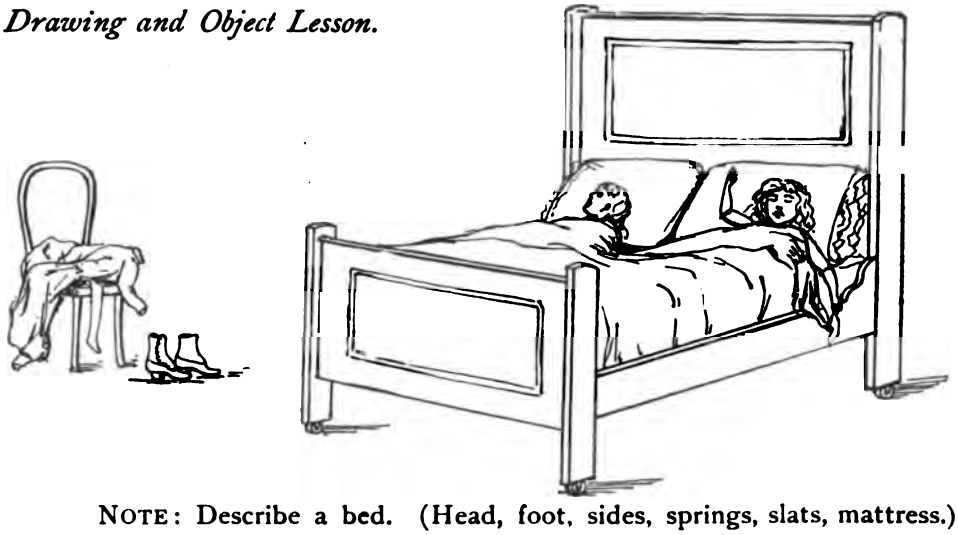
My Sister and Brother are Going to Bed. Good-night. Sweet Dreams.

Writing.

Arithmetic.

NOTE: Divisions of a dollar into cents—two-cent pieces, fives, dimes, quarters, and halves. This must be done with actual money, or pictures of money.

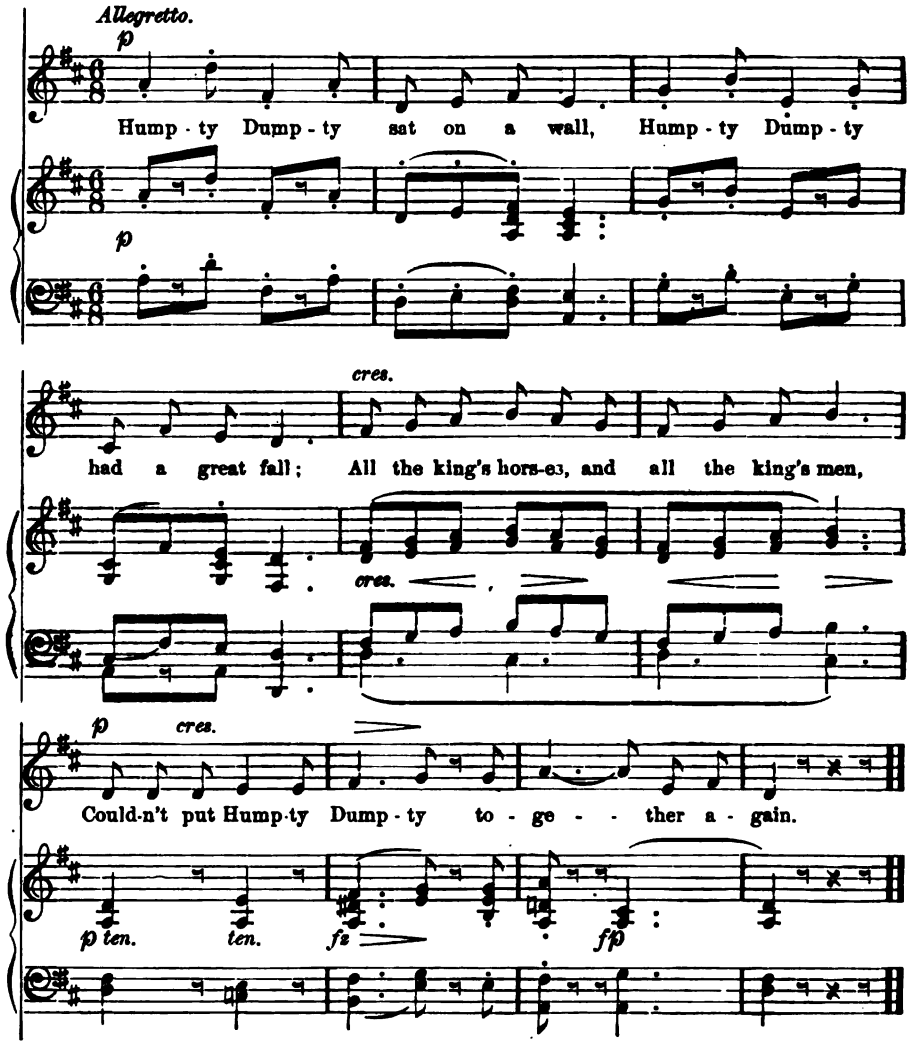
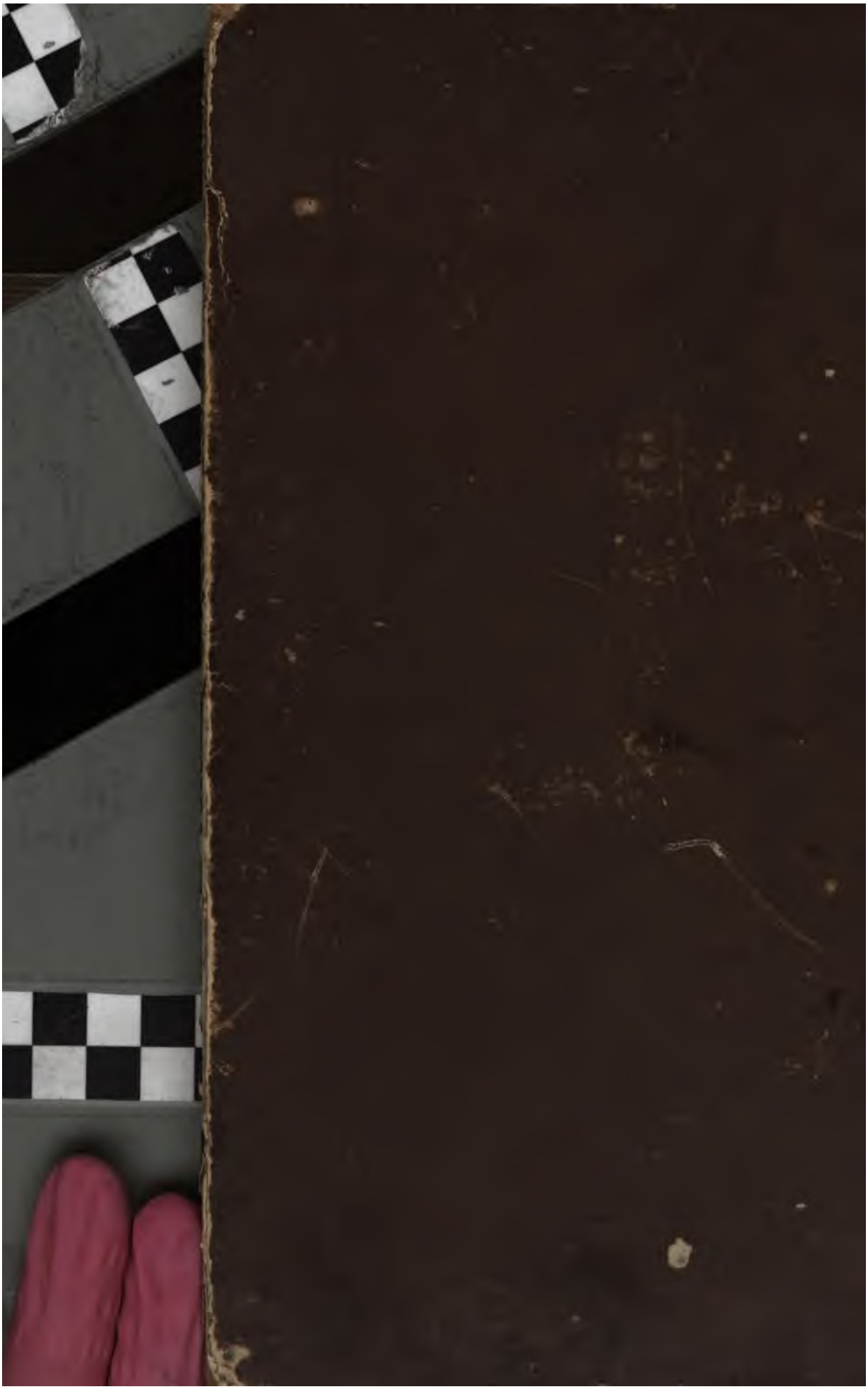
Drawing and Object Lesson.



NOTE: Describe a bed. (Head, foot, sides, springs, slats, mattress.) What are sheets for? Blankets?

Singing.

HUMPTY DUMPTY.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